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ABSTRACT

This paper examines self-concept in children in order to learn and develop classroom strategies which will address the affective component of the primary school child. The introduction discusses the background of affective education, the history of educational movements, self-concept development, and the evaluation of self-concept through observation and self-reporting. Fifteen instruments used in measuring aspects of self-concept are listed. A glossary of relevant terms is presented. Annotations of journal articles which are approximately one-page in length are presented on these topics: (1) teacher self-concept; (2) student perceptions; (3) student self-talk; (4) self-fulfilling prophecy and teacher expectancy effect; (5) student variables, including attitudes, ability, and achievement; (6) social variables, including social comparison and socioeconomic status; and (7) teacher strategies, including peer tutoring and cooperative learning. These articles are summarized in a 45-page section. It is concluded that children's emotional growth can be bolstered, crushed, or repressed by home and classroom experiences. Seventeen recommendations for teachers are presented. (76 references) (ABL)

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SELF CONCEPT: REACHING THE AFFECTIVE CHILD

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A Study Directed

by

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INTRODUCTION

Self-concept is a core part of a child and must be considered within the classroom setting if the teacher is to educate the "whole child". Teachers spend endless time addressing cognitive education but often aren't adequately tuned into the affective side; the feelings, values, and social interactions which interrelate with the cognitive functions. The teacher's job includes helping children develop positive self-images within the classroom setting.

Affective education was strongly emphasized in the late 1960's and 70's and much of the research came from that time period. Two spokesmen for affective education stand out: Benjamin Bloom and Arthur Combs. Bloom (1977) wrote that the institution of the school systematically destroyed self-concepts for many children often as early as second grade. He talked of the manifest and latent aspects of school curriculums and the negative feelings of inadequacy which were engendered in students toward school and learning. These often resulted in lack of academic achievement, poor attitudes toward school and self, and resultant behavior problems.

Combs (1982, p. 495) wrote that "Learning without affect is unlikely to influence behavior and an educational system that rules out feeling and emotion guarantees ineffectiveness... The degree of emotion experienced is also an effective indicator of student involvement." Affective factors critical to the learning process are self-concept, challenge or threat, values, and belonging and being cared for.

STATEMENT OF THE PROBLEM

This study examines self-concept in children in order to learn and develop classroom strategies which will address the affective component of the primary school child.

PURPOSE OF THE STUDY

The purpose the study is to gain a comprehensive understanding of self-concept and how it influences the way a child learns in order to choose effective, classroom, teaching strategies to address it.

ORGANIZATION OF THE STUDY

The study is organized in two ways. First, it moves from the individual teacher, to the student, to the classroom, to the socioeconomic group; taking into account individuals separately and then collectively. Second, movement also occurs as a personal process within the child: attitudes or feelings, innate ability, achievement or product, and last, group product. The research studies have been arranged in this order.

LIMITATIONS OF THE STUDY

The study is limited in its focus. Research has been done on many other variables of self-concept which are not dealt with here. Some of these include the variables of: sex differences, types of classroom groupings, other instructional methods, social mobility, social class, motivation behavior, life crises, anxiety and stress, and retention. Some of the research findings were reported as showing significance or correlation but were vague in regard to magnitude and, perhaps, need further replication and quantification by researchers.

BACKGROUND

Historically, educational movements seem to cycle through the years according to social and economic conditions. In the early 1900's academic goals were stressed; 1930's social and personal goals; 1960's academic goals again; and the 1970's saw the "humanistic movement" with emphasis on personal and social goals (Silvernail, 1985). Self-concept theories began with James (1890) who thought the perception an individual had of himself was an important variable in understanding human behavior. During the same time Freud added the dimension of "dynamics" to his theory on the id, ego, and superego as the major parts of personality. In the 1900's three groups of theorists held sway: those who varied the Freudian approach with psychodynamics of the personality; the humanists, Rogers and Maslow; and G.A. Kelly and J.C. Diggory who investigated the cognitive dimensions of the self (Felker, 1974).

Self-concept development in the child begins as early as the third or fourth month after birth when the child begins to see himself as separate from other people and starts to gain a perception of his/her self. Language acquisition is crucial here as well as warm, supportive, stimulating, parental care developing a core self-image (Silvernail, 1985). According to Ausubel et.al. (1954) in the development of the ego from birth to two years, parents gratify most of the infant's needs and make few demands upon him as he achieves a sense of his own importance. Between the ages of two and three years acculturation really begins and the child internalizes parental values and patterns of conformance develop. Allport identifies four main developmental periods of senses of self in the child: 0-3 years (bodily, continuing self-identity, pride); 4-6 years (extension, self-image); 6-12 years (rational coper); and adolescence (propriate striving), Kash and Borich (1978).

There seems to be an orderly development from self to self-concept to self-esteem, Germain (1978). However, confusion exists in defining these terms as there are many definitions. Cooley (1902) talks of the "looking-glass self" which suggests we perceive ourselves as reflected in a mirror. Raimy (1943) has been given credit for the term "self-concept" which refers to the descriptive aspect of how an individual perceives himself and his behavior in terms of ability, value, worth, and limitations. Self-concept is strongly influenced by the ways others perceive him, remains fairly constant, and can be altered gradually by significant others. Some researchers differentiate self-concept into general and academic components, Byrne (1983). Self-esteem is an additional evaluative component which may involve pride, satisfaction, positive and negative feelings, and feeling of personal worth. In the school setting it is possible to have a general positive self-concept and negative self-esteem. Self-esteem can fluctuate and change on a day to day basis, Calhoun et.al. (1973).

"About a fifth of a child's sense of self is derived from the school experience and that 'self within the institution' and 'self as engaged learner' are the most palient categories within that experience." Beane,et.al. (1980, p. 87) Stenner and Katzenmeyer (1976, p. 356) state that "a child can have no stronger ally than a strong and positive self-concept" especially when faced with the turmoils of adolescence.

In the evaluation of self-concept two methods are frequently used: observation and self-reporting. Confusion interpreting and comparing data occurs due to the lack of consensus among researchers in defining of key terms. A list of instruments used in the research to measure aspects of self-concept follows:

(1) The Florida key - Purkey, 1973
(2) Self-Esteem Inventory (SEI) - Coopersmith, 1967
(3) Self-Concept of Ability Scale (SCA) - Brookover, 1962
(4) Self-Esteem Scale (SES) - Rosenberg, 1965
(5) How I See Myself Scale (HISM) - Gordon, 1966
(6) Piers-Harris Children's Self-Concept Scale (The Way I Feel About Myself-WIFAM) - Piers-Harris, 1964
(7) Bledsoe Self-Concept Scale - Bledsoe, 1967
(8) Self-Appraisal Scale (SAS) - Davidson and Greenberg, 1967
(9) Q-Sort-Cummins (1963) - Fiedler, Tyler, 1964
(10) Semantic Differential - Osgood, 1957
(11) Tennessee Self-Concept Scale - Fitts, 1964
(12) California Psychological Inventory - Gough, 1956
(13) Index of Adjustment and Values (IAV) - Bills, undated(about 1957)
(14) Thomas Self-Concept Values Test - Thomas, 1969
(15) Self-Concept Inventory (SCI) - Sears, 1966

Special measuring instruments exist for variables such as academic self-concept, motivation, attitudes, and others.

GLOSSARY

achievement motivation - "concern over competition with standards of excellence." (McClelland, Atkinson, Clark, and Lowell, 1953) e.g. "winning or doing as well as or better than someone else." (Martire, 1956: p.364)

affect - "the feeling component of mental life as contrasted with the cognitive, or thinking, elements of mental activity." (Good, 1973: p.19)

blooming - "academic spurting." (Rosenthal and Jacobson, 1968: p.66)

classroom processes - "dynamics within the classroom which included such things as: specific teacher-student interactions, teacher behavior and functions, time allocated to academic tasks, time students were engaged in specific academic behaviors." (Greenwood, Delquadri, and Hall, 1989: p.371)

collaborative skills - "cooperative learning skills." (Lew, Mesch, Johnson, and Johnson, 1986: p.477)

cooperative-controversy - "a situation where members of a learning group compete to see who can best teach a point of view and information within the group and come to a consensus about a solution (positive goal interdependence and positive resource interdependence)." (Warring, Johnson, Maruyama, and Johnson, 1985: p.54)

cooperative debate - "a situation where members of a learning group compete to see who can best teach a point of view and information within the group (negative goal interdependence and positive resource interdependence)." (Warring, Johnson, Maruyama,and Johnson, 1985: p.54)

Good Opportunity Observation Device - "which pupils do teachers call on?" - "a measure used in Good's study which requires a listing of the names of the students selected for observation in the study; when the teacher gives the student a chance to respond in class, a tally mark is entered beside his/her name and one also each time the teacher provides positive and negative feedback." (Good, 1970: p.194)

ideal-real self - "a correlational measure of self-concept from Fiedler's Q-Sort procedure which deals with characteristics a person would like to have." (Aspr, et.al., 1975: p.387)

ideal self-scores - "a category of scores from the Self-Esteem Inventory-SEI." (Coopersmith, 1967: p.145)

individualistic learning - "a situation where students learn on their own without interacting with each other." (Warring, Johnson, Maruyama, and Johnson, 1985: p.54) inferred self-concept - "another's attribution of a person's self-concept." (Shavelson, Hubner, Stanton, 1976: p.410)

intergroup competition - "a situation where learning groups are negatively interdependent and compete to see which one is most successful." (Warring, Johnson, Maruyama, and Johnson, 1985: p.54)

intergroup cooperative - "a situation where learning groups are positively interdependent and help one another complete their assignments." (Warring, Johnson, Maruyama, and Johnson, 1985: p. 54)

learned helplessness theory - "experience with uncontrollable outcomes which results in the individual developing generalized expectations for uncontrollability in the future, which in turns results in passivity." (Johnson, 1981: p.174)

locus of control - "the site of responsibility for successes and failures within the individual which can be internal or external." (Felker and Thomas, 1971: p.1286)

mastery goal orientation - "importance attached to developing new skills where the learning process itself is valued and attainment of mastery is dependent upon effort." (Ames and Archer, 1988: p.260)

mixtures of cooperation and competition - "when students collaborate to share their knowledge but compete to see who can present their information the best." (Warring, Johnson, Maruyama, and Johnson, 1985: p.54)

negative goal interdependence - "competition among group members to see who can present their information the best." (Warring, Johnson, Maruyama, and Johnson, 1985: p.54)

neglected children - "those children who receive very few nominations, positive or negative; are less socially interactive; are almost never disruptive or aggressive." (Coie and Krehbiel, 1984: p.1466)

performance goal orientation - "a concern with being judged able; to show ability by achieving success, outperforming others, or by achieving success with little effort." (Ames and Archer, 1988: p.260)

positive goal interdependence - "a condition which exists when students perceive that they can achieve their goals if and only if the other students with whom they are cooperatively linked achieve their goals." (Lew, Mesch, Johnson, and Johnson, 1986: p.477) positive reward interdependence - "a condition which exists when each member of a cooperative learning group receives the same reward for successfully completing a joint task." (Lew, Mesch, Johnson, and Johnson, 1986: p.477)

pure cooperation - "when there is positive resource and goal interdependence among all class members." (Warring, Johnson, Maruyama, and Johnson, 1985: p.53)

reference group - "those groups which provide us with standards with which to compare our own characteristics and attainment; i.e. comparison groups." (Brookover and Erickson, 1978: p.300)

rejected children - "those children who received many negative nominations and few positive ones; interact frequently with peers and are more disruptive and aggressive; are at risk for future adjustment problems; status appears to be quite stable from elementary school to high school; have problems in academic performance." (Coie and Krehbiel, 1984: p.1466)

resource interdependence - "shared knowledge in cooperative groups." (Warring, Johnson, Maruyama, and Johnson, 1985: p.54)

school climate - "the attitudes, beliefs, values, and norms that characterize the social system of the school." (Brookover and Erickson, 1975: p.360)

self - "the perception we have of ourselves as reflected in a mirror." "looking-glass self." (Silvernail, 1985: p.9)

self-concept - "the individual's perception of himself as a person, which includes his abilities, appearance, performance in his job, and other phases of daily living." (Good, p.524)

self-discrepancy - "one of three indices yielded from the self-concept measure the Index of Adjustment and Values (IAV); self/ideal-self discrepancy." (Edeburn and Landry, 1976: p.373)

self-esteem - "the evaluation which the individual makes and customarily maintains with regard to himself; it expresses an attitude of approval or disapproval and indicates the extent to which the individual believes himself to be capable, significant, successful, and worthy." (Coopersmith, 1967: p.4-5)

self-fulfilling prophecy - "the assumption that children will behave as others expect them to behave; we see ourselves and act as others treat us and expect us to act." (Samuels, 1977: p.96)

self-rating - "a rating scale by means of which a person rates himself on the traits included in the scale; may deal with character ratings, teaching ability, etc." (Good, p.509)

significant other - "real or imaginary persons who influence our beliefs about ourselves and our world." (Brookover and Erickson, 1975: p.301) social comparison theory - "a theory which deals with the role of the social environment in the formation of self-concept whereby people will use similar others in their environment as a basis for forming estimates of self-worth." (Coleman and Fults, 1954: p.116)

social learning theory - "a theory that says if not achievable, a reinforcement loses its value and that consideration of both expectancy and value are necessary to predict behavior." (Johnson, 1981: p.178)

TEACHER SELF-CONCEPT

Aspy, D.N. and J.H. Buhler. "The Effect of Teachers' Inferred Self Concept Upon Student Achievement." The Journal of Educational Research 68 (July-Aug. 1975): 386-389.

This study investigated the relationship between: 1) the teachers' inferred self-concept and 2) the students' academic achievement. The hypothesis was that there is a positive relationship between the levels of teacher self-concept and cognitive growth of the students.

Six third-grade teachers were observed for one hour in September and one hour in March in their classrooms by trained observers to assess their self-concept. To measure self-perception, in September they were given the Fiedler's Q-Sort procedure modified for teachers by Tyler (10) which yielded an ideal-real self correlation for each teacher. A second measure of self-perception was taken to get an inferred self-concept; Parker (7), by observing teacher behavior. As a result of these two ratings, teachers 1, 2, and 3 were put into a high self-concept group and teachers 4, 5, and 6 were put into a low self-concept group.

Twenty students; 5 boys with highest IQ's, 5 boys with lowest IQ's, 5 girls with highest IQ's, and 5 girls with lowest IQ's were selected from each teacher's class. They were given five subtests of the Stanford Achievement Test in September and May. The differences between their scores were used as the measure of academic gain or loss. The measures were: Word meaning, Paragraph meaning, Spelling, Word Study Skills, and Language all of which relate to verbal quantities. The levels of ISC were related positively to the students' cognitive growth for four of the five subtests and total gain.

Overall, on the total gain, the students of high self-concept teachers demonstrated greater gain than those of low self-concept teachers. It was found that the levels of self-concept of teachers related positively to the cognitive growth of the students. This study supports the hypothesis made.

Edeburn, C.E. and R.G. Landry. "Teacher Self Concept and
Student Self Concept in Grades Three, Four, and Five."
The Journal of Educational Research 69 (July-Aug. 1976):
372-375.

This research examined the theory that a teacher's level of self-concept is related to the development of selected aspects of self-concept in students in grades 3, 4, and 5.

The experimental sample consisted of 295 students in sixteen 3rd, 4th, and 5th grade self-contained classrooms from two elementary schools in the Midwest plus their sixteen teachers. The students' self-concepts were measured at the beginning and end of the academic year using the primary form of the Self-Appraisal Inventory (SAI), a direct self-report test which measured four dimensions: peer, family, scholastic, and general. The teachers' self-concepts were measured by the Index of Adjustment and Values which yielded three indices of self-concept. In this study the self/ideal-self discrepancy was used.

To test the hypothesis the self/ideal-self discrepancy scores of the sixteen teachers were ranked and then divided into high, medium, and low groups. The residual gain scores of the children assigned to those teachers were placed in the appropriate group for the analysis of variance.

Indications of a relationship between student and teacher self-concept were evidenced in the residual gain analysis of the SAI dimensions of family and general (global view of self). The most significant relationship was evidenced in the analysis of the family scale. No relationship was seen in the analysis of the peer subscale.

Although not completely conclusive, the evidence did support the relation of the degree of teacher self-concept to the self-concept of elementary school children in two of the four dimensions tested. The evidence suggested that the selection of self-accepting teachers at the elementary school levels is important to the self-concept development of children.

Prawat, R.S. "Teacher Perceptions of Student Affect." American Educational Research Journal 17 (Spring 1980): 61-73.

In this study a content analysis of nine variables was performed on a sample of written anecdotal descriptions of 84 elementary school teachers in which they focused on student affect. Sixty-eight of the teachers were from a large urban school district with a 32% minority enrollment. Eighteen teachers came from two schools in adjacent school districts. Sixty-nine were female of whom 51 were relatively experienced; 18 were inexperienced. There were 15 male teachers; 8 relatively experienced, 7 inexperienced. Four coders were used.

Results evidenced that: 1) In a significant percentage of all the events described, the focus was on the whole class or on a group of children thus showing teachers viewing "affect" from a group perspective. About 13% of the events described by teachers involved intrapersonal adjustment-feelings or attitudes about themselves; 29% interpersonal adjustment-between children. 2) Where student affect is concerned, teacher perception and focus almost one third of the time was on a small group of children or the whole class. 3) When discussing affective events, teachers did not make frequent reference to specific emotions or feelings on the part of the students but focused more on what they did. 4) Very few vignettes dealt with subject matter affect. 5) A large number of events described involved problem behavior and teachers reported themselves as being quite successful at solving most problems. 6) When teachers talked about groups, it usually was in a positive context with no problem; when an individual was the focus of attention, a problem existed. 7) Teacher perceptions of affect were related to background factors; events described by primary teachers were more positive than those described by upper elementary teachers.

Symonds, P. "Characteristics of the Effective Teacher Based On Pupil Evaluations." Journal of Experimental Education 23 (June 1955): 289-310.

The research in this study was supported by a grant from the Council on Research in the Social Services of Columbia University. Pupils were asked to react to their teachers by answering seven questions about the teacher. The teachers were put on a scale according to this evaluation and trained observers attempted to determine the qualities which differentiated favorable from unfavorable reactions. Each pupil had an average of six teachers.

The study was carried out in a junior high school in a suburb of New York City. The community had a large residential as well as a large industrial area. The school served a lower middle class area, was co-educational and had a substantial Negro and white population. There were 32 teachers and 453 pupils filled out the form.

In the second part of the study 17 teachers taken from the top and bottom of the list were observed while teaching in an attempt to isolate those characteristics which distinguished the better from the poorer teachers. The two extreme teacher groups could be differentiated on three clear cut bases: like/dislike children, personally secure and self assured/ personally insecure with feelings of inadequacy and inferiority, well-integrated with good personality organization and, conversely, personal disorganization.

The "superior teachers" showed a liking for boys and girls in many ways: interest in them, knew their names, interests, peculiarities and backgrounds, respected them and accepted deviates with tolerance. They gave them responsibility in the class, made reasonable assignments, didn't "play" favorites, exhibited warmth and would show genuine affection with a pat on the back, an endearing expression, or a special smile.

The superior teachers showed inner strength-a belief in themselves and what they stood for. As a result, they were assertive and exercised firm control. Discipline was firm, straight forward, and handled promptly and students knew the expectations and where they stood. They were held to high standards of achievement. These teachers played fair and their classes seemed serene and calm. There was little need for discipline.

Organization and integration was evident. Work was more effective. Goals were well-defined and a clear-cut time table for accomplishment of these goals was present. These teachers seemed to work harder at their jobs and were really interested in them. Tasks were analyzed and laid out in sequential order so that all the children understood.

The three important factors which have come out of this study are inner factors having to do with feelings and personality organization (liking pupils, inner strength, and well integrated personality organization).

STUDENT PERCEPTIONS

Conn, L.K., C.N. Edwards, and R. Rosenthal. "Perception of Emotion and Response to Teachers' Expectancy by Elementary School Children." Psychological Reports 22 (Feb. 1968): 27-34.

This study examined the dynamics of teacher-child interaction and hypothesized that children who showed gains in IQ did so partly because they could accurately perceive vocal expressions of emotion from their teachers.

Students in grade one through six of an upper-middle class suburban elementary school were given a pretest, the Flanagan (1960) Test of General Ability (TOGA) to predict academic "blooming" or intellectual gain. As a result, 23% of the students were randomly assigned to the experimental group. Their classroom teachers were told they could be expected to "bloom" intellectually during the school year. During the year they were also given a test of accuracy in perceiving vocal expression of emotion. Children in the lower grades were asked to put a cross through one of four stick drawings that represented categories of emotional meaning (Davitz, 1964, p.72). A post-test was administered at the end of the year (four months later) and again a whole year later. Emotional responses were scored by a method termed "the adult standard" based upon the conceptual classification of emotions by adult raters.

The results paralleled those obtained in an earlier study (Rosenthal and Jacobson, in press) for children of comparably high pre-test IQ with a remarkable degree of similarity. In both cases the experimental group showed a tendency to gain more in IQ than the control over one semester but less over three semesters. Although no interactions reached significance for the female subjects, male subjects scoring high in perception of emotions expressed by a male speaker showed significantly higher IQ gains attributable to favorable teachers' expectancies than did low scoring subjects. Successful adjustment to the social environment depends, in part, upon an accurate perception of other people which could be called "empathy", "insight", or "interpersonal perceptiveness".

The present study indicated that an important factor in the interaction process was an ability to perceive and interpret accurately subtle, non-verbal communications of emotion; communications quite independent of actual content. In addition, positive expectations did not necessarily lead to positive results for all students.

Davidson, H.H. and G. Lang. "Children's Perception of Their Teacher's Feelings Toward Them Related to Self-Perception, School Achievement, and Behavior." Journal of Experimental Education 29 (1960): 107-118.

Davidson and Lang investigated the relation between children's perception of their teacher's feelings toward them and three variables: self-perception, academic achievement, and classroom behavior. Three hypotheses were tested. There existed: 1) a positive correlation between children's perception of their teacher's feelings toward them and children's perceptions of themselves, 2) a positive relationship between favorable perception of teacher's feelings and good academic achievement, and 3) a positive relationship between favorable perception of teacher's feelings and desirable classroom behavior. An adjective check list was used to measure self-perception and the perception of the feelings of others. The subjects were 89 boys and girls in New York City in 4th through 6th grade and in the upper half of their grade level according to reading ability. They represented a wide range in socio-economic status. The teachers, 9 women and 1 man, rated the pupils on academic achievement on a 4 point scale and also on 10 behavioral or personality characteristics. All three hypotheses were supported. There was found to be a significant correlation between perception of teacher's feelings toward them and a more favorable self-image. Positive relationships were found between favorable perception of teacher's feelings and academic achievement and also, desirable classroom behavior. Interrelation was implied, not causality. Girls perceived their teacher's feelings toward them more favorably than boys as did children in the two advantaged social class groups over lower class groups.

Felker, D.W. and D.J. Stanwyck. "General Self-Concept and Specific Self-Evaluations After an Academic Task." Psychological Reports 29 (Aug. 1971): 60-62.

The purpose of this study was to determine the relationship between self-concept and choice of statements after engaging in an academic task. Two hypotheses were tested: a) there is a positive relationship between self-concept and positiveness of statements chosen to say to oneself after an academic task and b) the relationship in hypothesis one will be greater than the relationship between self-concept and performance on the academic task.

The subjects were 88 fourth grade children (43 boys and 45 girls) in an urban (not inner city) middle class, predominately white elementary school. The Piers-Harris Self-Concept Scale (1964) was administered in group sessions by the classroom teacher. Each subject was also tested in an individual-testing session to measure his specific evaluation after an academic task using a selection of nine evaluative statements regarding a fictitious pupil of the same sex in a story. The most positive statement received a value of one so a negative correlation was expected in support of Hypothesis 1.

Hypothesis 1 was supported indicating that those children with high self-concept scores tended to choose more positive statements than did children with low self-concept scores. Hypothesis 2 was also supported.

The study demonstrated that for one sample of fourth grade, urban, white, Indiana children those with high self-concepts tended to make self-directed statements which were more positively loaded than the self-directed statements made by children with low self-concepts. The valence of such statements was more influenced by general self-concept than by actual success or failure on the academic task with which the self-statements were associated. The results support the contention that persons function in ways that serve to maintain their self-concept level.

Felker, D.W. and S.B. Thomas. "Self-Initiated Verbal Reinforcement and Positive Self-Concept." Child Development 42 (Oct. 1971): 1284-1287.

Hypotheses were developed from the proposition that the child with a negative self-concept has not learned to give himself verbal rewards. Positive relationships were predicted between self-concept and four variables: locus of control; verbal fluency; positiveness of statements designated by children as "Good to say to myself while doing school work"; and positiveness of self-directed statements chosen by children to say after completion of an academic task.

The subjects were 66 male and 65 female, white, fourth-grade pupils in a suburban, middle-class school. Different combinations of the four classrooms involved were used in the testing. Analyses were made for boys and girls separately as well as for the total sample to avoid the sex bias factor.

The Piers-Harris Self-Concept Scale (1964) was given to all the students. The Intellectual Achievement Responsibility Questionnaire (Crandall, et.al. 1965), a measure of locus of control, was given on the same day to two of the four classes. Two months later two classes were given the Minnesota Tests of Creative Thinking, research edition (Torrance, 1962).

Pupils in two classes were asked to rank nine statements on a continuum of value assigned to statements wuch as "good to say to myself while doing school work." Pupils in the other two classes were given an individual test (a descriptive short story about a fourth grade pupil who said things to himself). They were then asked to tell what they would choose to say after reading nine statements the story character might have said.

Three of the four hypotheses were supported. Correlations between self-concept and Intellectual Achievement Responsibility (internal responsibility for successes) were positive and significant for the total sample and also for girls but not for boys where they were negatively significant (internal responsibility for failures). These findings suggested sex differences in the development of locus of control as a means of maintaining or enhancing self-concept and partially support the hypothesis that children with high self-concept tend to claim responsibility for school successes.

Correlations between Self-Concept and Verbal Fluency were significant in the predicted positive direction; perhaps due to a greater use of verbal reinforcement because of a greater pool of words or facility in using them.

Correlations between Self-Concept and GTS ("good to say") scores were also significant. Correlations between Self-Concept and Academic Task were not significant which suggested that self-directed statements tend to be related to self-concept level when made during a task but not after the task.

SELF-FULFILLING PROPHECY AND TEACHER EXPECTANCY EFFECT

Rosenthal, R. and L. Jacobson. Pygmalion in the Classroom.
New York: Holt, Rinehart, and Winston, Inc., 1968.

The authors, over three years, conducted a series of research studies on the hypothesis that one person's expectation for another's behavior could serve as a self-fulfilling prophecy. The research was prompted by experiments with animals where it was observed that animals alleged to be genetically inferior performed in an inferior manner for their experimenters, and conversely. Therefore, it seemed reasonable to expect that children might become brighter when expected to by their teachers.

The Oak School Experiment was designed to test the proposition that within a given classroom those children from whom the teacher expected greater intellectual growth would show such greater growth. It was conducted in a public elementary school which was in an old part of a larger town. Most of the children were from the lower-class community with fathers who were unskilled or semiskilled workers. Many children came from broken homes. About one-sixth of the school population was of Mexican descent and the school population was very unstable due to transfers in and out.

Children were sorted into ability groups or tracks (fast, medium, slow) on the basis of reading achievement. Achievement at Oak School was among the lowest of the twelve elementary schools in town. There were twenty teachers (18 females, 2 males) with a wide range of teaching experience (one to thirty years).

After pretesting, 20% of the children were identified to the teachers as "bloomers" or "spurters" just before the teachers met their new classes. These "special" children had been chosen randomly.

A second part of the study was entitled "The Magic Children of Galatea" and the basic hypothesis to be examined here was whether, in a period of one year or less, the children of whom greater intellectual growth was expected would show greater intellectual growth than the undesignated control-group children. Subsidiary questions if there was some growth concerned did it occur in: 1) children in the lower or higher grade?; 2) children in the fast track, medium track, or slow track?; 3) children of one sex or another?; 4) children of minority group or non-minority group status?

The major variables were age, ability, sex, and minority group status. The experimental group gained over 12 points as compared to 8 for the control group and there was an increasing expectancy advantage as the grade level decreased. The correlation between grade level and magnitude of expectancy was significant at the .03 level. Effects of teachers' prophecies were dramatic in first and second grade.

The preceding research findings provided evidence that one person's expectations of another's behavior may come to serve as a self-fulfilling prophecy. When post-tested one year later, the younger children showed profit from their teachers' favorable expectations. Post-tested two years later the younger children lost their expectancy advantage but children in the upper grades showed an increase in expectancy advantage.

Brophy, J.E., and T.L. Good. "Teacher's Communication of Differential Expectations For Children's Classroom Performance: Some Behavioral Data." Journal of Educational Psychology 61 (1970): 365-74.

Bropy and Good applied classroom interaction analysis to examine the processes by which teachers communicate differential performance expectations to different children. The study was observational using paired contact between individual students and teachers in four first-grade classrooms over a four day period. The four teachers were asked to rank the children in their class in order of achievement with the three high and the three low achievers selected for study. A coding system was used to record who initiated the interaction, the quality of the response, and the feedback given as well as the evaluative nature of the teacher's response. Hand raising behavior was also tallied as a measure of seeking response opportunities. It was found that teacher's differential expectations for performance were being communicated in their classroom behavior. Teachers consistently favored the highs over the lows in demanding and reinforcing quality performance and were more persistent with this group giving second response opportunities or clues. With the low group they were more likely to supply the answer or call on another child for it. The highs usually received feedback, the lows much less. Boys received more direct questions and praise for correct answers. The data confirm the hypothesis that teacher's differential expectations function as self-fulfilling prophecies. Better performance was demanded from those children for whom they had higher expectations and praise forthcoming. Teachers were more likely to accept poor performance from those for whom they held low expectations and were less likely to praise good performance when it occurred.

Meichenbaum, D. and K. Bowers. "A Behavioral Analysis of Teacher Expectancy Effect." Journal of Personality and Social Psychology 13 (Dec. 1969): 306-316.

This study was based on a series of studies done by Rosenthal (1966) which indicated that one person's expectations of another's behavior may serve as a self-fulfilling prophecy. The present study was designed to examine the mediating variables which underlay the teacher-expectancy effects. It: a) examined the behaviors which mediated the teacher-expectancy effect by means of direct observation of teacher-pupil interactions; b) examined the impact of the expectancy effect on the academic performancy and classroom behavior of the adolescent girls; and c) examined the influence of the teacher's own prior expectancy upon the implementation of the expectancy effect.

The study was conducted over a five week and four day per week period of time. The subjects were fourteen female offenders institutionalized in a training school for girls. The girls were all taught by four different teachers. Six girls were identified as "potential intellectual bloomers" which provided a unique opportunity to examine expectancy effect across teachers with the same girls.

Two measures of pupil behavior were assessed at the beginning and end of the study: a) the girls' academic performances upon standard tests and subjective grading and b) the girls' levels of appropriate classroom behavior. The teachers also knew the girls for several months prior to the study and had formed their own expectancies of the girls' intellectual capabilities. Therefore, the teachers' own expectancies were assessed also.

The fourteen girls were in the final stages of an operant-oriented-treatment program and showed very few marked behavioral problems. Their classroom behavior and the academic curriculum approximated that of a normal classroom. The four teachers consisted of three females and one male, were certified, and had several years of experience in both training and community schools. They varied markedly in their ability to control and teach according to classroom observations and the observers' comments.

The chief psychologist of the school, in a group meeting, informed the teachers of the girls' academic and intellectual potential. Prior to the project, the teachers agreed that three of the six girls had high intellectual potential and three had low intellectual potential. The information they were now given said all six had high potential. The idea of "late bloomers" had been implanted in their minds by the psychologist previously. The teachers were not aware their own classroom behavior was being observed.

Between the observers there was a 96% agreement on ratings. In the areas of classroom behavior and academic performance the effects of expectancy instructions to the teachers significantly affected the girls' academic performance when subjectively assessed and also their frequency of appropriate classroom behavior. These findings verify that teacher's expectancies can materially alter the behavior and performance of the children they teach. Also, teachers' prior expectancy of the girls' academic potential was a significant factor in influencing the classroom behavior of teachers.

Rubovits, P.C. and M.L. Maehr. "Pygmalion Black and White." Journal of Personality and Social Psychology 25 (Feb. 1973): 210-218.

This study followed up Rosenthal's work and observed teacher behavior following the manipulation of an expectancy regarding student potential. It was also a replication and extension of a previous study by the authors (1971). In the first study teacher expectations were found to be related to teacher behavior in such a way that white gifted students appeared to be encouraged and average white students discouraged by their white teachers.

The study was replicated with a new dimension; the interaction of white teachers with white and black students in which one black student was labeled gifted and one nongifted. The study was an attempt to see whether or not white teachers interact differently with white and black students, both bright and average, in ways which would differentially affect their school performance. In addition, the study attempted to identify what kind of teacher would be most likely affected by race and label (his/her level of dogmatism).

The teacher group was made up of 66 female undergraduates enrolled in a teacher training course who had not yet taught. The student group consisted of 264 seventh and eighth graders in three junior high schools in a small midwestern city. The students were randomly selected within ability groups and given no instruction as to how to behave.

The instrument devised especially for this series of studies was an observational schedule which required a trained observer to record the incident of six different teacher behaviors: a) teacher attention to students' statements (requested and spontaneous), b) teacher encouragement, c) teacher elaboration, d) teacher ignoring, e) teacher praise, and f) teacher criticism of students' statements. The Rokeach Dogmatism Scale was used to measure the teacher's authoritarianism. An additional questionnaire was given to each teacher to check the credibility of the experimental manipulations and to gain more information on the teachers' perceptions and interpretations of student behavior.

IQ scores and labels were randomly assigned to each student. For each teacher, a different group of students was randomly chosen from the same-ability-grouped class unit. Each session required two black students and two white students. Each teacher met with four different kinds of students: gifted black, nongifted black, gifted white, and nongifted white.

The results showed a significant difference in quantity of attention; with white students, especially gifted white, receiving far more attention from teachers than black students. Treatment of black and white students differed most on the dimensions of ignoring, praise, attention to requested statements, and criticism. Fewer statements were requested of blacks and these students were praised less and criticized more.

More statements were requested of gifted than nongifted students and gifted students were criticized more than nongifted. The expectation of giftedness was associated with a general positive response for white students. For black students a reverse tendency was evident in which the expectation of giftedness was associated with less positive treatment. Level of dogmatism was found to affect overall teacher behavior.

Hogan, E.O. and R.L. Green. "Can Teachers Modify Children's Self-Concepts?" Teachers College Record 72 (Feb. 1971): 423-426.

The study looks at whether or not the positive effects of a teacher education workshop would change teacher practices and transfer to the classroom setting modifying the self-concepts of disadvantaged children. The workshop was designed to show teachers the educational harm produced by low expectations and the psychological harm produced by overt as well as covert negative attitudes and rejection.

The subjects of the study were twelve fourth through sixth grade classrooms in eight inner-city schools. The experimental group consisted of six of these teachers who had attended the workshop and their students.

Two major hypotheses were tested: a) students of teachers from the workshops will have higher self-concepts than students of teachers who did not attend; b) students of teachers who participated in the workshop will perceive their teachers as having higher evaluations of them than students of teachers who did not attend.

Five related hypotheses were also tested: 1) the self-concepts of students with male teachers will not differ from those of female teachers; 2) the S.C.'s of Caucasian students will not differ from the S.C.'s of Negro students; 3) the S.C.'s of students in racially mixed classes will not differ from the S.C.'s of students in predominately Negro classes; 4) the S.C.'s of students will be higher in schools where the percentage of disadvantaged students is low; and 5) the S.C.'s of students in the fourth grade will not differ from the S.C.'s of students in fifth and sixth grade.

In Observation 2 the experimental group's influence decreased and the control group's influence increased which was unexpected. Teachers felt less positive toward behavioral and conceptual change in themselves as the project developed. Teachers had received very little follow-up instruction or assistance as the school year progressed. This fact, along with a wide range of student achievement and large class size, was felt to have lessened the influence of the workshop on teacher behavior.

All students in the study perceived their teachers as having a positive evaluation of their learning abilities. Mean self-concept scores of students with male teachers approached statistical significance when viewed with the mean score of students with female teachers. It would seem the male elementary teacher plays a significant role in inner-city schools.

The study corroborates the hypothesis that students in racially-mixed classes do have higher self-concepts and perform better academically than students in segregated classes.

Silberman, M.L. "Behavioral Expression of Teachers' Attitudes Toward Elementary School Students." Journal of Educational Psychology 60 (Oct. 1969): 402-407.

The study examined whether teachers' attitudes toward their students are revealed in the teachers' classroom behavior. Four attitudes were selected: attachment, concern, indifference, and rejection. The public behaviors through which teachers expressed these attitudes were observed.

Beyond seeking a general linkage between attitudes and behavior, the study examined the relationship between specific attitudes and behaviors and the frequency in which the behavior occurred. A control group was chosen made up of students toward whom teacher attitudes were neutral.

The subjects of this investigation were ten third-grade teachers from five suburban communities near Chicago. Each teacher had at least three years of teaching and a classroom containing 24-30 students. Data was collected in three phases: teachers were interviewed to elicit their attitude towards specific students in their classes; their behavior towards these students was observed; these students were then interviewed about their perceptions of the teachers' behavior. The accuracy of the observational procedures were determined by agreement between the scores of two judges who observed at the same time.

Results compared to the control group were as follows. The attachment group received significantly more positive evaluations and acquiescent replies. There were no significant differences on contact and negative evaluation. The concern group received greater amounts of each behavior but especially frequent contact and acquiescence. The indifference group received less contact and less positive evaluation. The rejection group received greater amounts of three behaviors and less of acquiescence. Rejection was primarily expressed by frequent negative evaluation.

The results suggested that teachers communicated certain attitudes with greater consistency and clarity than others. Sometimes they did not act in accordance with their feelings. The source of greatest classroom attraction was the student to whom teachers were concerned rather than attached. Attitudes of rejection generated conflict. These students received frequent attention and praise, but also, were punished often through denial, criticism, and even expulsion from the class.

The three main findings from the study were that: teachers' attitudes were generally revealed in their actions despite efforts to contain them; different attitudes were translated into action differently; and that students who received them were aware of most behavioral expressions of their teachers' attitudes. In addition, many such behaviors aimed at individual students were visible to other students in the class.

Good, T.L. and J.E. Brophy. "Behavioral Expression of Teacher Attitudes." Journal of Educational Psychology 63 (Dec. 1972): 617-624.

This study was a replication and extension of the work done by Silberman. Attempts were made to improve aspects of his design. In the Silberman study attitude data was collected before observational measures were taken because knowledge of the relevant variables might have led teachers to distort their behavior during observation time. He used only one student in each classroom to represent an attitude group. His teachers all worked in upper-middle class suburban schools.

Good and Brophy collected data in nine first-grade classrooms already involved in one of their larger studies. Three classes were involved in three kinds of schools: upper-middle class white, lower-class white, and lower-class black. Teachers were told that the investigators were interested in observing differences in the classroom behavior of children who varied in achievement. Behavioral data was collected first. Each teacher only supplied a list ranking the children on achievement and a seating chart.

Sixteen 2½ hour observations were made in each classroom with the Brophy-Good dyadic interaction observation system. The pairs of observers spent a month and established reliability and desensitized teachers and children. The observations were made over a three month period during which the observers did not know the teachers' achievement data and did not know that attitude data were to be collected. Then, teacher attitude data was collected through a mailed questionnaire. The four questions were the same as Silberman's except that the rejection item was changed somewhat. All nine teachers responded.

When the data were tabulated, the results were as follows: about equal numbers of boys and girls appeared in the attachment, indifference, and concern groups but twice as many boys were in the rejection group. Achievement status was related to all four attitudes. The attachment group was composed mostly of high achievers while the other three groups were mostly low and average achievers. Children in the middle range were mentioned frequently only on the indifference item. Lower achievers appeared mostly as objects of teacher concerns (especially if girls) or rejection (especially if boys).

The data support Silberman's conclusion that teachers' attitudes toward children do correlate with differential teacher behavior. Good and Brophy also found that all four teacher attitudes lead to differential teacher behavior.

Feshbach, N.D. "Student Teacher Preferences for Elementary School Pupils Varying in Personality Characteristics." Journal of Educational Psychology 60 (April 1969): 126-132.

This study hypothesized that student teachers placed a higher value upon children whose behaviors reflected control, caution and conformity as compared to children whose behaviors reflected independence, challenge and flexibility.

The experimental group was composed of two groups of graduate students enrolled in elementary teaching at UCLA. The first group of 151 female students were beginning their first assignment. The second group of 89 female students were beginning their second assignment having previously been in the elementary classroom for ten weeks. The mean age of the students was 23.6 years and they were predominately from middle-class Caucasian backgrounds.

The Situation Test, designed specifically for this experiment, was used to assess the influence of pupil personality. It consisted of 16 story situations depicting elementary school students in classroom activities. The subjects rated the children in the situations on five behavioral characteristics: a) how bright the child is, b) what grades the child receives, c) how generous the child is, d) how popular the child is, and e) in comparison with other children, how much would the subject like to have the child in class. These ratings were primarily inferences and generalizations.

This test was group administered at three specially scheduled meetings in which the subjects were told that the purpose of the project was to improve the student teacher program and that the focus was to study groups rather than individuals. The subjects were also informed that the incidents to be presented were third and fourth grade classrooms.

The data provided strong support for the primary hypothesis that teachers rate more favorably students exhibiting behaviors associated with control, caution and conformity. Teachers rated the four clusters in the following order of preference: rigid, conforming,orderly; dependent,passive,acquiescent; flexible, non-conforming,untidy; and independent,active,assertive.

There was significant interaction between sex and the personality cluster for each judgment dimension. The expectation that sex-typed behaviors are more acceptable when displayed by the appropriate sex is supported. Rigidity and dependence were more highly valued in girls than in boys. In the flexible and independent clusters boys obtained higher rankings than girls.

As to intelligence children who reflected the personality cluster of dependent, passive, and acquiescence were viewed as least intelligent while the flexible boy and the assertive boy received the second and third highest mean rating.

When the clusters are compared to anticipated grades, the ratings appeared to be a resultant of the judgments of social characteristics and intelligence. Intelligence was the only area showing a main effect based upon the sex of the child.

Good, T.L. "Which Pupils Do Teachers Call On?" Elementary School Journal 70 (Jan. 1970): 190-198.

The study tested the hypothesis that teachers do treat children differently and to assess the effects of the teachers' expectancy on opportunities for pupils to respond. Subjects for the study were selected from four first-grade classrooms in two white, working-class neighborhoods. The four teachers were women who had taught for at least three years.

Teachers provided the researcher with a seating chart and a list of pupils ranked in order of achievement. From this ranked list the first four were classified as "high observation groups"; the last four as "low observation groups". The middle four students were those at midpoint in the ranking of pupils by achievement.

The Good Opportunity Observation Device was used by the researcher to observe the twelve selected students. Tally marks were given to the individual students when the teacher provided an opportunity to respond and positive or negative feedback was provided. Ten hours of instructional time was observed in each classroom. The chief advantage of this instrument was that it allowed researchers to study the behavior of individual pupils.

Results showed that opportunities to respond were closely related to pupil achievement as rated by the teacher. The high achievers received a greater number of opportunities to respond than the low achievers did. Low achievers were deprived of opportunities to respond in competitive, non-reading classroom situations. The findings were very consistent in each of the four classes and also the pilot group.

Palardy, J.M. "What Teachers Believe - What Children Achieve." Elementary School Journal 69 (April 1969): 370-374.

The study was designed to determine whether teachers' reported beliefs about first-grade boys' probable success in reading had any significant effect on their measured achievement in reading. The major null hypothesis tested was that there is no significant difference in mean scores in reading achievement between pupils classified according to sex and according to their teachers' beliefs concerning the probable success of first-grade boys in learning to read.

The theory behind the study was that of the self-fulfilling prophecy which is based on two assumptions: 1) the act of making a definition about a situation is also an act of making a prophecy about it, and 2) the act of making a prophecy about a situation is also an act of creating the conditions through which the prophecy is realized.

Sixty-three first grade white, urban, Ohio teachers with students from middle-class neighborhoods were sent a questionnaire and asked their beliefs regarding the probable success of first-grade boys in learning to read. The forty-two teachers who responded were then divided into three groups: Group A (80%); Group B (60%); Group C (70%) eliminated from the study. Five teachers in Group A were matched with an equal number from Group B. All the teachers had three reading groups; used the same basal readers; and were in heterogeneous self-contained classrooms.

Reading achievement scores were obtained in early May from the reading sections of the Stanford Achievement Test, Primary Battery, and it was determined that there was no marked difference in reading readiness between the groups. IQ scores were obtained from Form J of the Otis-Lennon Mental Ability Test.

The results showed no significant differences on mean reading achievement scores on sex alone between the boys and the girls in all groups nor between Group A and Group B. However, there was a significant difference in the scores of the pupils grouped both according to sex and their teachers' reported beliefs concerning the probable success of first-grade boys in learning to read (group variation) at the .05 level. The combined effects of pupil's sex and teachers' beliefs resulted in a lower mean reading achievement score for boys in Group B whose teachers believed first-grade boys to be far less successful than girls. In terms of the self-fulfilling prophecy; when teachers reported that they believed boys are far less successful than girls in learning to read (when they defined a situation as real), the boys in their classes were far less successful than the girls (the situation was real in its consequences).

ATTITUDES

Ausubel, D.P. , E.E. Balthazar, I. Rosenthal, L.S. Blackman, S.H. Schpoont, and J. Welkowitz. "Perceived Parent Attitudes as Determinants of Children's Ego Structure." Child Development 25 (Sept. 1954): 173-183.

This study concerned the relationship between children's perceptions of acceptance-rejection and intrinsic-extrinsic valuation by parents and various facets of their own ego structures. It focused upon the children's perceptions of their parents' attitudes and behavior as the independent variable.

The major hypothesis of the study was that various attributes of ego structure were related in particular ways to children's perceptions of parental acceptance-rejection and intrinsic-extrinsic valuation. Those who perceived themselves as rejected or extrinsically valued by parents would exhibit relatively high levels of ego-aspiration and goal-frustration tolerance would be more likely to nurture notions of omnipotence, would demonstrate more ideational independence from parents, and would conform less to characteristic parental expectations of personality maturation in our culture.

Parental behavior and attitudes regarded as rejection were: neglect, physical separation, disavowal of responsibility; denial of legitimate needs and wishes of the child; unjust punishment; criticism or humiliation; lack of patience, consideration, and affection; unwillingness to accept inconvenience for the sake of the child; and inability to inspire his confidence.

Criteria of extrinsic valuation by the parent included excessive concern with school accomplishments as a vehicle for enhancing his own status; evidence of overmotivating the child and planning for his career in grandiose terms; and excessive public display of his school and other accomplishments.

Girls perceived themselves as significantly more accepted and intrinsically valued by parents than did boys. In our culture it is generally expected that adult males will acquire the major portion of their status on the basis of relative competence and performance ability. Females, on the other hand, can look forward throughout their entire life span to enjoying considerable derived status based solely on dependent personal relationships to others (parents, husband, adult children) who accept and value them for themselves apart from considerations of relative competence and ability.

With only one exception (disagreement with perceived parent opinions), perceived rejection by parents was not significantly related to any of the ego structure variables. Perceived extrinsic valuation, on the other hand, was related to the majority of the latter variables in the hypothesized direction; in all instances, however, the degree of relationship was only low to moderate. There were no significant differences between self-perceived intrinsically and extrinsically valued children with respect to level of ego aspiration, composite goal tenacity scores, and non-satellizing moral responsibility. The data provide only partial and limited support for the hypothesis.

Metcalfe, R.J. and B.A. Metcalfe. "Self-Concept, Motivation
and Attitudes to School Among Middle School Pupils."
Research in Education (Nov. 1981): 64-76.

This British study, because of evidence of the profound effect of "significant others" on self-concept, examined relationships between self-concept and attitudes to school among pupils in their last year of primary school and one year later after a year of secondary school.

It was hypothesized that: 1) the amount of contact with a single (class) teacher would be a critical factor in determining the relationship between self-concept and attitudes to school and that this pattern would more closely resemble that found at primary (lower elementary) than secondary (upper elementary) school; 2) that achievement motivation (need for and investment in) would be significantly related to attitudes to school, and 3) that failure anxiety would be significantly related to attitudes toward school.

The subjects were ten- to eleven-year old pupils chosen from two similar socio-economic schools. There were 38 boys and 29 girls in School A and 35 boys and 43 girls in School B. The instruments used were the SCAMIN (a self-concept and motivation inventory) which looks at role expectations, self adequacy, achievement needs and achievement investment (used to calculate academic self-concept, achievement motivation, and failure anxiety). The second instrument was an Attitudes to School Questionnaire with subscales for: attitude to school, interest in schoolwork, importance of doing well, attitude to class, "other" image of class, conforming vs non-conforming, relationship with teacher, anxiety in class, social adjustment, and academic self-image.

There were found to be: a) different attitudes to school among high compared with low self-concept pupils and b) different patterns of relationships between self-concept and attitudes to school among the same pupils when tested at primary and secondary schools.

Hypothesis 1 was not upheld for the boys or the girls. Hypothesis 2 was supported for both boys and girls with a positive correlation between motivation and relationship with teacher. Hypothesis 3 was supported only for girls which showed failure anxiety to be related to attitudes toward school.

McMillan, J.H. "The Effect of Effort and Feedback on the Formation of Student Attitudes." American Education Research Journal 14 (Summer 1977): 317-330.

The purpose of the study was to determine the effect of two factors on the attitudes students form toward the subject matter of an assignment and the task related to acquiring knowledge of the subject. The two factors were 1) the degree of effort students exert studying the subject, and 2) high praise or no praise feedback the student received from the instructor on the assignment.

The study replicated Aronson' experiment (1961) but it was conducted in a regular classroom and the students were unaware they were the subjects. Rewards were the intrinsic written comments of the instructor. It was hypothesized that the attitudes toward the subject matter should develop under the influence of the intrinsic reward. The rewarded groups should show more positive attitudes. Students who exerted a high amount of effort should view the comments as more valuable than students who exerted little effort.

Independent variables were degree of effort exerted and feedback received on an assignment. Dependent variables were: a) attitudes toward the content of specific assigned textbook reading and b) attitudes toward the tasks: affective and cognitive. The affective component represents the feeling or emotional response, disliking or liking.

The subjects were four sections (120-140 students) of an undergraduate Educational Psychology course at Northwestern University with a mix of sophomores, juniors, and seniors; a wide range of majors; and half males, half females.

The pre-test instrument was a series of Likert-type statements which described the point of view of the book and chapter to measure student reactions to the material and also items to measure attitudes toward reading educationally related materials and teaching as a profession. A post-test was also given again to measure reactions and attitudes, but also classroom climate, affective and cognitive attitudes, degree of effort exerted, meaningfulness of feedback received, and ratings of instructor knowledge and attitudes toward the material.

The results showed that students who received high praise and completed the high effort assignments formed significantly more positive attitudes than students in the other three groups. The main effect of feedback was significant. Also, in all four classes the high praise students reported a more favorable attitude toward writing the assignment than did the no praise students. Students in the high effort classes formed more favorable attitudes if they received high praise than students who received no praise. There was little difference between high and no praise students in the classes which received the low effort assignment.

ABILITY

Eder, D. "Ability Grouping and Students' Academic Self-Concepts: A Case Study." Elementary School Journal 84 (Nov. 1983): 149-161.

The purpose of this study was to identify those processes that are likely to influence students' academic self-concepts through an in-depth investigation of ability grouping in a first grade classroom. The following issues were examined: (1) the degree to which first grade students engaged in across-group comparisons and were aware of group differences in rank and/or ability, (2) the degree to which first grade students engaged in within-group comparisons, and (3) the relationship between teacher praise and students' group levels and academic performances. Finally, the relationship between group level, within-group standing, and students' academic self-concepts were considered.

A typical first grade classroom of 23 students in a medium-sized community in southern California was chosen for the experiment. The teacher was female; there were 13 boys and 10 girls; and all were from mostly middle-class backgrounds. This was considered an in-depth, longitudinal study. Data were collected over an entire academic year using many different techniques: observation, videotapes, and interviews.

The teacher attempted to minimize awareness of ability differences between the groups. However, during the course of the year, 13 of the 24 students were observed discussing across-group comparisons. Group reassignments also helped students gain information about ability differences. Students who changed groups provided comparison information to other students.

Teacher praise corresponded inversely with group level with students in the high-group receiving the least praise spring and fall. The medium-high group received less praise than the low group spring and fall. The low group received the most praise.

In order to determine if these findings were reflected in students' academic self-concepts at the end of the year, the students were asked eight questions assessing their perceptions of their academic performances. A comparison of the average self-concepts of students at different group levels with the average self-concepts of students who had high or low standing within their group provides support for the previous finding regarding the relatively greater importance of within-group comparisons in this classroom. The results suggest that while members of the highest ability group had relatively low academic self-concepts, high standing members within all groups had relatively high self-concepts. Neither of the comparison processes had a strong effect on the students' self-concepts.

When the effect of teacher praise on academic self-concept was examined, it was found to be positive but relatively small. The poorer readers in the high group received a minimal amount of praise. Over half the students observed made across-group comparisons during the year. One of the most important results of this study was the identification of two levels of social comparison (within groups and between groups).

Borg, W.R. "Ability Grouping in the Public Schools." The Journal of Experimental Education 34 (Winter 1965): 64-75.

This three year longitudinal study examined the relative impact of two grouping treatments, ability grouping and random grouping, upon the individual's self-concept. Self-concept was defined as an individual's perception of himself; ideas, perceptions, and beliefs that form the image of himself that he has created.

It was hypothesized that the bright pupil in the ability grouped classroom would be aware of his superiority but would also be aware that other pupils in his group were equally, perhaps, more superior and this awareness would lead him to be less self satisfied than he would be in a random grouped class.

Hypothesis 2 suggested the average pupils in the ability grouped district would obtain lower scores in Self-Concept and Acceptance of Self and higher Discrepancy Scores because the individual would be more actively aware of his average status and less likely to overestimate his ability than would be the case in the random district.

Identification with the slow group would tend to lower the pupil's self-concept while membership in the homogeneous class would make him better able to compete and this better competitive position might tend to enhance his self-concept. However, the stigma of being identified with the slow group would outweigh the advantages gained by the individual's better competitive position.

The third hypothesis was that slow pupils in the ability grouped district would have lower Self-Concept scores, lower Acceptance of Self scores, and higher Discrepancy scores than would slow pupils in the randomly grouped district.

Five samples were chosen and the results of Sample VI provide the best evidence of the effects of ability grouping upon self-concept at the junior high level. The extent and consistency of the Concept of Self data seem to justify the conclusion that pupils in random grouped classrooms tended to obtain more favorable Concept of Self scores than comparable pupils in ability grouped classrooms at all ability levels. The data also appear to support the conclusion that the two grouping treatments had a somewhat greater effect upon girls than boys.

When all results are considered related to acceptance of self, a consistent pattern favoring randomly grouped pupils emerges. The pattern is most pronounced for superior and average students but is present to a lesser degree for slow pupils. It was concluded that random grouping is consistently related to higher self acceptance for pupils at all ability levels and over most of the grade levels of the project.

Significant differences were found only in the comparisons between average girls in more than one sample. It was concluded that there is a slight trend favoring the random group students on the Ideal Self scores but the grouping system seemed to have little or no influence on this measure.

Calsyn, R.J., and D.A. Kenny. "Self-Concept of Ability and Perceived Evaluation of Others: Cause or Effect of Academic Achievement?" Journal of Educational Psychology 69 (April 1977): 136-145.

This study was a secondary analysis of five years of data from a longitudinal study done by Brookover (1965, 1967) concerning the causal relationship between self-concept and academic achievement. Three other variables were measured: parental evaluation of school ability, perceived teacher evaluation of school ability, and perceived peer evaluation of school ability. The CLPC method was used for analysis.

The sample consisted of 556 Caucasian students in a Michigan urban school system-eighth through twelfth grade. There were no blacks in the sample. Six groups were formed by combining two levels of males and females and three levels of socio-economic status (low, middle, and high) based upon the occupation of the major wage earner in the family.

Brookover looked at the variables of: a) self-concept of ability, b) perceived parental evaluation, c) perceived teacher evaluation, d) perceived friend evaluation, e) educational aspiration, f) educational expectations, and g) grade point average.

All seven of the variables correlated positively with SES. Higher SES respondents tend to have higher grade point averages, more positive self-evaluations, more positive perceived evaluations, and higher educational aspirations and plans. The sex differences on the mean values are generally not as large as the SES differences. Females tended to have higher grades than males and males tended to have higher self-concepts of ability. Males generally have higher educational plans and aspirations.

The self-enhancement model (that perceived evaluations of others cause self-evaluation of ability which in turn causes academic achievement) was not supported. However, among females, academic achievement caused both self and other evaluations as well as aspirations. The causal patterns did not appear to vary across socioeconomic status level.

ACHIEVEMENT

Kifer, E. "Relationships Between Academic Achievement and Personality Characteristics: a Quasi-Longitudinal Study." American Educational Research Journal 12 (Spring 1975): 191-210.

This study sought to show that a powerful model for explaining the relationship between academic achievement and personality characteristics was one which viewed the characteristics as responses to accumulated patterns of academic achievement. The student's history of consistent failure or success was, then, most directly linked to affective traits. The pay off was the effects of patterns of achievement as a result of years of experience in the school setting. The impact of patterns of achievement on the personality characteristics of students was the central concern of the study.

Three null hypotheses were formulated: 1) There will be no cumulative effect of successful or unsuccessful academic achievement on the personality characteristics of students; 2) There will be no differential effects of successful or unsuccessful academic achievement on the personality characteristics of boys and girls; and 3) There will be no differential impact of high and low home concern on the personality characteristics of successful and unsuccessful students.

The design of the study was composed of two distinct complementary parts. The first part provided tests of the main hypothesis; the second was used to calibrate the instruments and to give additional information about the relationships between achievement and personality characteristics. A quasi-longitudinal design was used inspired by the work of Campbell and Stanley (1966) in the interests of time and management. Subjects were chosen from 2nd, 4th, 6th, and 8th grades. Achievement criteria were marks in academic courses.

The results of this study provided strong support for the view that certain personality dimensions of the learner were concomitants of histories of successful and unsuccessful academic achievement. With success in academic tasks in the school came positive personality characteristics; with failure came lower levels of regard for self and abilities. The relationships became stronger and more powerful as the success or failure became prolonged and as a consistent pattern of accomplishments emerged. These relationships are affected by the kinds of reward and concern for achievement provided by the home. The home factors were more highly related to the personality characteristics in the early school years than in the later ones. Success or lack of it, on the other hand, was more highly related to the variables in the later elementary school years.

The findings of the study support the postulates of the conceptual model. They suggested that it was the patterns of successes or failures and the accumulation of such experiences which were related to the personality characteristics. Success was, by itself, not enough. The duration of the period of success, time, was the crucial factor.

Roth, R.M. "The Role of Self-Concept in Achievement." *Journal of Experimental Education* 27 (June 1959): 265-281.

The purpose of this study was to investigate the relationship between self-concept and achievement as demonstrated by college freshmen at the University of Texas who came voluntarily to a college reading improvement program.

The sample consisted of 54 students (45 male and 9 female) from three college classes. They varied widely in age, academic status and scholastic aptitude. A Diagnostic Reading Test, Self Sort and Ideal Sort, was given to them before and after the program. The class met four times before the program actually started for orientation and pre-testing. Fourteen meetings were held to improve reading and, then, four more to test post-test.

The assessment instruments used were the Q sort, a Science Completion Technique, The American Council on Education Psychological Examination (academic aptitude) and the following Achievement Measures: the Cooperative English Test, vocabulary scores from the Diagnostic Reading Test, grade point averages pre and post test, and a measure of reading effectiveness.

A program, like this one, pressured an individual to change reading patterns and personal reactions could occur in two ways; openness and change or avoidance, denial, and defensiveness. Defensiveness is an attempt to maintain an existing concept of self. The theory proposed is that with all other factors equal, those who did something constructively from the experience would demonstrate less defensiveness in their concept of self as a reader than those who did not do as well.

The proposition tested by this study was that there would be significant differences among the self perceptions of the Improver, the Non-Improver, and the Attrition Group (those who discontinued before the seventh session). The proposition was supported and for the most part the theory proposed by the study held. Apparently there was a direct relationship between defensiveness in the self-concept as a reader and relative performance in the reading improvement situation. There seemed also to be a relationship between defensiveness of the perception of self in this area. Changes in self-concept and grade point average indicated further support for the theory that those who achieved, as well as those who did not, did so as a result of the needs of their own self system.

Cole, J.L. "The Relationship of Selected Personality Variables to Academic Achievement of Average Aptitude Third Graders." Journal of Educational Research 67 (March 1974): 329-333.

This study investigated the relationship between self-concept, attitude, and achievement motivation of average aptitude third grade students and achievement in reading, language, spelling, and mathematics. One hundred students were selected with IQ's, as determined by the Otis Lennon Test of Mental Ability, between 96 and 103. The students' MAT scores were recorded and they were tested, individually again, eight months later in fourth grade. At that time, the test of self-concept and attitude were given.

Assessment of self-concept and attitudes was done objectively with The Children's Self-Concept Index and the Children's Attitudinal Range Indicator, both developed by Cicirelli for Head Start. His Classroom Behavior Inventory was subjectively completed by each teacher for each student in the sample.

The data furnished empirical evidence in support of the idea that presumes a relationship between certain personality variables and achievement. The magnitude of the correlation coefficients was low positive and significant. The data tended to show that self-concept and achievement motivation influence the achievement of average third grade children in total reading, language, spelling, and total math. Attitude was not found to be a significant factor in achievement.

Martire, J.G. "Relationships Between the Self Concept and Differences in the Strength and Generality of Achievement Motivation." Journal of Personality 24 (June 1956): 365-375.

The primary purpose of this study was to investigate the nature of differences in self concept among four groups of subjects classified according to strength and generality of achievement motivation. Also investigated was the relationship between level of aspiration concerning a specific achievement task and measures of self concept and achievement motivation.

The theory and instrument for measuring achievement, written fantasy responses to a series of pictures, had been developed in earlier studies by McClelland, Atkinson, Clark, and Lowell (1953). The measures of self concept were adapted from those used by Weinberger (1951). For the measure of the Self-Ideal, the subjects were asked to categorize 26 traits in one of five categories (from personally most important to least important). For the measure of the self the same traits were arranged according to the extent to which each subject saw them as characteristic of himself.

Subjects in the study were 54 male undergraduates and volunteers, ages 18 to 43. They were not specifically told what was going on but were led to believe they were part of a personality experiment being used to standardize tests. The subjects in groups of six were put through two experimental conditions: Neutral and Achievement Oriented defined in terms of the external or situational cues presented in the experimental sessions. Under the first neutral condition informality was the keynote and no demands were made. Under the achievement-oriented condition the subjects' achievement related motives were aroused by making specific achievement demands and by presenting many achievement-related verbal cues and insisting upon formality.

The second experimental session was held six to eight days later and every effort was made to arouse achievement motivation. The experimenter continually walked around the room, peered over shoulders, and acted vitally interested in what was going on.

The achievement scores obtained from the stories, under each condition, were used to categorize all the subjects into four subgroups: Low-High, High-High, High-Low, and Low-Low.

There were no significant differences found among groups on the Self-Ideal or Self-Ratings on the combined achievement-related traits. However, there was a discrepancy in the H-H subgroup between the Self-Ideal and Self-Rating which meant that people with high generalized achievement motivation want those traits associated with achievement (Self-Ideal) but do not see themselves possessing those traits (Self-Rating).

The general finding was that subjects who obtained high achievement scores under both Neutral and Achievement-motivating conditions were found to have a greater discrepancy between their Self-Ideal and Self-Ratings on the five achievement-related traits combined than subjects in the three other categories. While both self concept and level of aspiration measures were meaningfully related to projective measures of achievement motivation, they could not be readily related to each other.

Shaw, M.C. and G.J. Alves. "The Self-Concept of Bright Academic Underachievers: Continued." Personnel and Guidance Journal 42 (Dec. 1963): 401-403.

This study sought to verify the findings of an earlier study, Shaw, Edson, and Bell (1960) done with an adjective checklist, through the use of a more objective measure of self-concept. The previous study found that bright, underachieving male high school students had more negative self-concepts than students who were equally bright but achieving.

The subjects of this study were 78 eleventh and twelfth grade students in a high school of 1,600 with an IQ of 110 or above on the California Test of Mental Maturity. A student was classified as an achiever if his grade-point average in all previous high school work was 3.0 (B) or above or as an underachiever 2.5 or below. The instrument used to determine self-concept with the Bills Index of Adjustment and Values. The IAV also measures self-acceptance, ideal self, perception of peer self-concept, peer self-acceptance, and peer ideal self.

The findings indicate that male underachievers reported more negative self-concepts than achievers. They perceived others as less self-accepting than did the achieving males. In contrast to the males, female underachievers did not differ from achievers on any of the self-scales. Female underachievers were significantly more negative in their perceptions of how others perceived them and also in their perception of the degree of self-acceptance which others have. Results of the present study confirm the results of the previous study which suggested that male underachievers had more negative self-concepts than male achievers.

Durr, W.K. and R.R. Schmatz. "Personality Differences Between High-Achieving and Low-Achieving Gifted Children." The Reading Teacher 17 (Jan. 1964): 251-254.

This study attempted to clarify some of the personality characteristics which differentiate gifted children who are reading up to their full potential from those who are not. The sample for this study included all 4-6 grade children in the public schools of a midwestern city of 50,000. The gifted sample scored at or above the 90th percentile on the Lorge Non-Verbal Intelligence Test. This sample was then given the CAT and the 47 who scored at or above the 90th percentile in reading achievement were classified as high-achieving gifted. Those 34 who scored at or below the 60th percentile were classified as low-achieving gifted.

Personality characteristics were determined by the California Test of Personality, the Mental Health Analysis, and the Junior Inventory administered to all 81 children in the final sample.

Results showed: a) The higher the score on the California Personality Test the greater the degree of personal and social adjustment, b) The high achievers showed a more desirable personality pattern on both sections of the test, and c) The difference on personal adjustment was significant with the low-achieving gifted showing a definite trend toward a less favorable personality pattern. There was more evidence of withdrawal tendencies, nervous symptoms and a lack of self-reliance, sense of personal worth and freedom, and feeling of belonging. The 50% significance level in relation to liabilities indicated that low-achieving gifted children were more likely to show behavioral immaturity, emotional instability, feelings of inadequacy, and certain nervous symptons when compared to the high-achieving gifted group.

Significant differences were found on the Junior Inventory between the two groups. The low-achieving gifted students had poorer attitudes toward school, less satisfaction with school work, and a feeling that their needs were less likely to be fulfilled in school. They were more prone to fears, worries, and feelings of personal inadequacy.

Johnson, D.S. "Naturally Acquired Learned Helplessness: The Relationship of School Failure to Achievement Behavior, Attributions, and Self-Concept." Journal of Educational Psychology 73 (April 1981): 174-180.

The study was designed to investigate two aspects of learned helplessness theory while trying to gain some understanding of the effects of failure on children in school. The two aspects of the learned helplessness model related to school achievement were: a) the effects of importance or value of outcome on passivity and b) the relationship of attributions for success and failure and actual success and failure to self-esteem.

Growing out ot research with animals, learned helplessness theory states that experience with uncontrollable outcomes results in the individual developing generalized expectancies for uncontrollability in the future, which in turn results in passivity. Lowered self-concept results from failure and internal attribution for failure.

The author hypothesized that: 1-a) when randomly assigned to two reinforcement conditions, (prediction of school success and prediction of school success plus monetary reward), failing children would demonstrate no difference in performance as a result of the reinforcement value or desirability of the outcomes (learned helplessness theory); or 1-b) failing children will perform better for non-academic outcomes in comparison to performance for academic outcomes than will average children (social learning theory) and 2) self-esteem can be predicted from a) average rather than failing achievement, b) external attribution for failure, and c) internal attribution for success.

Subjects were three groups of twenty white males, 9-12 years of age, from a large metropolitan school chosen on the WISC-R (Wechsler, 1974) for IQ scores of 85-105. They were sub-divided into three groups: average; failing (normal IQ but failing at academic tasks, referred for LD placement); and remedial (in self-contained, remedial classrooms for at least one year).

The experimental task was a paper and pencil one (to solve three maze puzzles). Half the children were chosen randomly to receive academic incentive (value) and expectancy instructions. The reinforcement or attractiveness of outcome was manipulated on the maze task to compare the learned helplessness hypothesis with the social learning hypothesis. One half of this group were also told they would receive ten cents for each completed puzzle.

The results of the experimental task demonstrated that value as well as expectancy affected failing children's persistence at a task on which their expectancy for the outcome is made relevant.

The inclusion of value in the theory of learned helplessness is important because value and expectancy combine to predict behavior in helplessness-producing situations. The damage to self-concept of school failure is of primary concern to parents and educators. The findings here demonstrate a relationship among school achievement, persistence at a task, self-concept, and attributions.

Marecek, J. and D.R. Mettee. "Avoidance of Continued Success As a Function of Self-Esteem, Level of Esteem Certainty, and Responsibility For Success." Journal of Personality and Social Psychology 22 (April 1972): 98-107.

This study hypothesized that people with chronic low self-esteem would be uncomfortable with success because of its inconsistency with their negative self-appraisal and would avoid further success. However, this would be true only for those low self-esteem people who were convinced of their low status and who were made to feel personally responsible for a success experience. They would do anything to maintain their status quo.

College age women, 18-25, completed a questionnaire about "attitudes and opinions of women" which consisted of two primary self-esteem subscales of the California Psychological Inventory used to measure self-esteem and certainty.

The experimenter knew the basic hypotheses of the experiment but not the self-esteem and certainty levels of each subject. The subjects were given the task of matching geometric figures on a display board with a deck of cards which duplicated the figures on the board. After the task was completed, each subject was given either a "skill" or a "luck" manipulation talk. Then all subjects were given three practice trials on the test and the first ten trials of the test were recorded; the score depending upon the actual number of cards matched correctly with the figures on the display board. For subjects in the "luck" condition, the experimenter pretended to consult the random-number table while actually recording the number of cards matched during the trial.

Second half improvement revealed four major findings: a) all high self-esteem groups showed equivalent and significant improvement; b) low self-esteem certain subjects who were responsible for their first half success failed to show any improvement; c) low self-esteem certain subjects who were not responsible (luck) for their first half success improved more than any other group; and d) low self-esteem uncertain subjects, even those responsible for their first half success, improved as much as high self-esteem subjects.

Williams, R.L. and S.S. Cole. "Self-Concept and School Adjustment." Personnel and Guidance Journal 46 (Jan. 1968): 478-481.

This study attempted to relate self-concept to several dimensions of a child's experience believed fundamental to effective academic adjustment. It was hypothesized that a child's conception of school would be related to his conception of himself and, hence, might be thought of as an extension of his self-concept. The research focused on the relationship between self-concept indices and a series of variables believed fundamental to school adjustment. These included: conception of school, social status at school, emotional adjustment, mental ability, reading achievement, and mathematical achievement.

The sample included sixty sixth-grade students in four self-contained classrooms from a small urban school and twenty from a rural school. The Tennessee Self-Concept Scale was used as a measure of self esteem. An unpublished social esteem scale was also used as well as the California Test of Personality, the California Short-Form Test of Mental Maturity, and the Reading and Arithmetic sections of the California Achievement Test Battery.

An analysis of the results produced few high correlations but all were statistically significant between self-concept and the above variables.

SOCIAL VARIABLES

SOCIAL COMPARISON

Smith, M., P. Dokecki, and E. Davis. "School Related Factors Influencing the Self-Concepts of Children with Learning Problems." Peabody Journal of Education 54 (April 1977): 185-195.

This study was designed to provide data from several studies on self-concepts of school-labeled learning disabled (LD) children; Hyman and Singer (1971) and Festinger (1954). Some children were randomly selected to integrate into regular classrooms one-half of the school day for reading and math. Others remained in their traditional self-contained classroom all day.

Participants were 206 children enrolled in 23 self-contained LD classrooms in a large metropolitan school system for an average of 12 academic months. The children ranged in age from 6 years 2 months to 10 years 10 months and were 78% male and 84% Caucasian. On the MAT they were functioning about two years below age-appropriate grade level.

Three investigations were done. The first hypothesis was that these LD children, because of their special class placement and possible stigmatization, would possess lower self-concepts than their regular classroom counterparts. The results did not confirm this expectation.

In investigation #2 a randomly selected subset of children studied in the first investigation were mainstreamed into regular classrooms for one-half of each day. The study attempted to determine the impact this experience would have on the self-concepts of these students with the formation of a new peer reference group.

LD children from four elementary schools were chosen. There were four experimental classrooms of ten students each and four comparison classrooms. Both groups were given the Piers-Harris Test three times. The results showed that the self-concepts of the mainstreamed group were raised while children who remained in self-contained LD classrooms had small initial increases and then their self-concepts leveled off.

A year later investigation #3 was conducted using only twenty mainstreamed children (seventeen boys and three girls) in three elementary LD classrooms. Each of the three classrooms was divided randomly into experimental and comparison groups. Two months later the Piers-Harris Test was given along with some experimental manipulation.

Two opposite-direction predictions were made: a) the comparison group was expected to show an increase in self-concept as the half-day mainstreamed children did in investigation #2. This was confirmed. b) The manipulation experimental group was expected to show no increase in mean self-concept or even a mean decrease after mainstreaming. This was also confirmed. These results were congruent with social comparison and group reference theory. The comparison group was free to selectively use both LD and regular education classrooms in making relevant self-concept comparisons and chose to protect their self-concepts. The experimental groups were restricted to using only the regular education reference classroom group and were unable to protect their self-concepts from decreasing. To maintain contact with similar "others" as a reference group was important to the preservation of self-concept.

Coleman, M. and B.A. Fults. "Self-Concept and the Gifted Classroom: The Role of Social Comparisons." Gifted Child Quarterly 26 (Summer 1982): 116-120.

This study investigated the influence of instructional environments on the self-concepts of highly intelligent children. Two specific hypotheses were derived from social comparison theory and tested: 1) partially segregated gifted children residing, at times, in a more homogeneous environment where capabilities were roughly comparable would have lower self-concepts than high achieving children who stayed in regular classrooms with a greater range of student ability and 2) these effects would not last with an increase in self-concept for the gifted children upon return to the regular classroom program.

Ninety gifted students were selected from a pool of 3,000 4-6 grade students nominated to participate in a one-day-per-week segregated school program for the intellectually and academically gifted. Ninety additional students chosen from the pool remained in regular classrooms. The groups were balanced in terms of sex composition and the Piers-Harris Children's Self-Concept Scale was given three times: in October, in May, and in April of the following year over an eighteen month period. The school district was in a largely professional, suburban community in a major metropolitan area of the Southwest.

The data indicated support for both hypotheses. Program and grade variables influenced the self-concepts of sixth-grade gifted children between Time 2 and Time 3 in a different way than they influenced scores of gifted children at other grade levels or the high achieving sample.

This study supports the contention that academically superior children have very positive self-concepts. When academically talented children, regardless of giftedness, view their abilities in relationship to a comparison group that is generally less capable, positive self-concept results. If the composition of the comparison group is restructured so that most individuals are of equivalent ability, self-concept diminishes.

Kelly, K.R. and N. Colangelo. "Academic and Social Self-Concepts of Gifted, General, and Special Students." Exceptional Children 50 (April 1984): 551-554.

This study compared gifted children with nongifted agemates on both academic and social self-concepts. It was hypothesized that academic ability was positively related to both academic and social self-concepts.

Two hundred sixty six junior high students from six rural communities were selected and had been ability grouped in three sections: those identified for a gifted program, those for a special needs program, and general students. Measures used were the Tennessee Self-Concept Scale and the Academic Self-Concept Scale. Both tests were given to the entire school in a morning testing session. The scales measured such variables as: identity, self-satisfaction, behavior, the physical self, the moral ethical self, the personal self, the family self, the social self, and the academic self-concept.

Results indicated gifted students held significantly higher academic and social self-concepts compared to their nongifted agemates. There was also a definite relationship between academic ability and social self-concepts.

Long, B.H. and E.H. Henderson. "Self-Social Concepts of Disadvantaged School Beginners." Journal of Genetic Psychology 113 (Sept. 1968): 41-51.

The self and social concepts of disadvantaged Negro school beginners in a rural Southern community were investigated by using a non-verbal method. It was hypothesized that the social experiences of these children would be different from those of more advantaged children in the community and that these differences would be reflected in their self-perceptions in relation to others. It was also proposed that the self-social concepts of disadvantaged children would be related to their classroom behavior and family background. Specific hypotheses were for low self-esteem; little identification with mother, father, teacher, and friend; and an unrealistic self-concept in relation to size and color.

The experimental group included 36 Negro boys and 36 Negro girls about to begin school in a rural Southern community. All were in a Head Start Program; none had gone to kindergarten. The control group consisted of 36 white boys and 36 white girls beginning school in the same community. The two groups differed in IQ, chief wage earner's occupational level, number of siblings, separations from father, and kindergarten experience.

A preschool form of the Children's Self-Social Constructs Test was developed for the study in which the children selected and arranged symbols which represented conceptions of themselves in relation to others. Classroom behavior was measured by a teacher's rating scale specifically developed for this study. Information about families and Otis I.Q.'s were obtained from school records. The CSSCT Test items measured self-esteem realism in relation to size, to skin color, and identification with mother, father, teacher, and friend. The teacher's rating scale consisted of 24 bipolar scales which assessed classroom behavior from immature to mature.

In the actual experimental procedure the experimental group was tested for classroom behavior in a classroom during week 7 of a seven week Head Start Program by Negro teachers. The white control group was tested three weeks later in the regular school and no behavioral ratings were done.

Findings indicated significant differences between the two groups on the CSSCT for self-esteem, color realism, and identification with mother, father, and teacher. The disadvantaged children had lower self-esteem, a less realistic color self-concept, less identification with father and greater identification with mother and teacher. A positive correlation was found between esteem and color realism. It was found that low self-esteem was associated with immature classroom behavior and also a less realistic self-concept in relation to color.

The findings suggested that the low social status of the child's family, reinforced by a racial caste system, has penetrated the self-image of the six year old child and even at this early level, a low self-esteem may have an adverse effect upon school performance.

Stipek, D.J. "Children's Perceptions of Their Own and Their
Classmates' Ability." Journal of Educational Psychology
73 (June 1981): 404-410.

Stipek's study examined the accuracy of 64 (kindergarten through third grade) children's perceptions of their own relative ability. Two racially mixed elementary schools (K-3rd grade classes) divided each class into thirds according to "general academic performance". There were three classes of each grade level with relatively equal proportions of black and white teachers. The classes were self-contained and the children had been randomly assigned. Orthogonal factors were: grade group, achievement level, and sex. The children were interviewed individually, using a standardized procedure, by an experienced female graduate student. Categories covered in the interview were: self-smartness rating, best and worst at specific tasks, best and worst thinker, classmates' smartness rating.

It was found that the self-ratings of the kindergarteners and first graders were not significantly correlated to their classmates' ratings or even logical. However, second and third graders' self-ratings were significantly correlated to their peers' ratings of their smartness. In second and third grade, children's self-rating reflected both their academic status in the classroom (teacher determined) and their classmates' ratings of their competence. These significant relationships between the second and third graders' self-perceptions and their teacher's perceptions of their ability suggest that children have begun to incorporate performance feedback into their self-perceptions as early as second grade. The results suggest that children are able to logically analyze the meaning of negative performance feedback before they actually incorporate such feedback into their own self-concept.

Both younger and older groups mentioned such behaviors as effort, completing tasks, and following directions as perceived to bear on their ability. Children in the early elementary grades may interpret information about work habits as a negative reflection of their ability.

Rogers, C.M., M.D. Smith, and J.M. Coleman. "Social Comparison in the Classroom: The Relationship Between Academic Achievement and Self-Concept." Journal of Educational Psychology 70 (Feb. 1978): 50-59.

This study tested the hypothesis that the relationship between academic achievement and self-concept is seen most clearly within the context of specific social comparison groups or classrooms. Two predictions were made: that academic achievement and self-concept would be positively related and that the self-concept/ academic achievement relationship would be evident most strongly when academic standing within immediate peer-reference groups (classrooms) was incorporated into the analyses.

Participants in the study were 159 academic underachievers, six to twelve years, in 17 classrooms from seven elementary schools of a major metropolitan school system. MAT test scores indicated the children were functioning about two years below age appropriate grade levels. The children had been in special education classrooms for 14 academic months.

The children were tested in the classroom with the Metropolitan Achievement Test and the Piers-Harris Children's Self-Concept Scale. Special attention was given to reading and math achievement scores.

The results strongly supported the basic hypothesis that the relationship between academic achievement and self-concept is evidenced most strongly within the context of the social comparison group or classroom. When participants were assigned to either a high-, medium-, or low-achievement group within their particular classroom on the basis of either reading or math achievement test results, a strong positive relationship was found between academic achievement and self-concept.

When relative within-classroom achievement standing was not considered, reading achievement was not significantly related to self-concept, although math achievement was.

Analysis of sub-dimensions of self-concept as measured by the Piers-Harris cluster scores, also strongly support the hypothesized social comparison bases of self-concept maintenance. The child compares his/her own level of achievement to the achievement level of others in the classroom, and to the extent that the results of such a comparison are favorable, his/her self-concept is enhanced, but if the comparison is unfavorable, his or her self-concept may be diminished.

Wylie, Ruth C. "Children's Estimate of their Schoolwork Ability, as a Function of Sex, Race, and Socioeconomic Level." Journal of Personality 31 (Mar.-Dec. 1963): 203-224.

This study dealt with hypotheses concerning associations between self-evaluations of the "ability to do schoolwork" and each of three variables: sex, race (Negro-white), and occupational levels of the subjects' fathers. It was hypothesized that more modest self-estimates of ability occurred in girls as compared to boys, Negroes as compared to whites, and children whose fathers were in higher-level occupations.

A second aim of the study was to explore tendencies toward a self-favorability bias in self-evaluations of ability.

The subjects were 823 boys and girls in grades 7-9 in a small, highly industrialized Pennsylvania city. All had been given the SRA Primary Mental Abilities Test and the total IQ scores from this were used as a rough estimate of individual differences in "ability to do schoolwork". Information was available concerning the father's occupation and these were rated on a scale of 1-7 using Hollingshead and Redlich's (1958) socioeconomic scale positions. Three kinds of self-estimates of ability were obtained and each child was asked, given ability and money, if he/she would want to go to college. All the children were tested in their homeroom groups at the same time in May using a public address system.

The results supported these hypotheses: (1) white girls made more modest estimates of their abilities than white boys; (2) Negro students made more modest estimates of their ability than white subjects; (3) children of lower socio-economic levels made more modest estimates of their ability than children of higher socio-economic levels.

The main findings supported the idea that differences in cultural learning opportunities resulted in differences in self-concepts concerning one's intellectual abilities. Under reasonably well-controlled conditions, these fit with the general premise that social learning is important in self-concept development.

SOCIOECONOMIC STATUS

Burchinal, L., et al. "Children's Personality Adjustment and Socio-Economic Status in Their Families." Journal of Genetic Psychology 92 (1958): 149-159.

Burchinal investigated the hypothesis that rural and small town children coming from higher socio-economic status families show fewer indications of personality maladjustment as compared with children from families of lower socio-economic status. The Rogers test of personality development was given to a sample of 256 fifth grade children from Iowa, Ohio, Kansas, and Wisconsin. The occupation of the father and the educational level of both father and mother were used as indices of family socio-economic status. Families that were "whole" (2 parent) and living together and those with at least 2 children were chosen. In general the hypothesis was supported by the data. Rural and small town children coming from higher socio-economic status families show fewer indications of personality maladjustment as compared with lower socio-economic children. The most support for the hypothesis came from the analysis using father's occupation as criteria. The middle and higher class child is generally treated well by his parents in a semi-democratic environment, feels loved and wanted and is given as many advantages as possible. The child of lower socio-economic status may have greater physical and social freedom but fewer emotional ties in the family where a low value is placed upon education, and inconsistent parental authority is exercised in a harsh, authoritarian way.

Trowbridge, N.T. "Self Concept and Socio-Economic Status in Elementary School Children." American Educational Research Journal 9 (Fall 1972): 525-537.

This study followed an earlier one on self-concepts and socio-economic status which was part of a four year longitudinal Title III Project by Clark and Trowbridge, 1971, and Trowbridge 1969, 1970a, and 1970b. It was designed to determine if 1) there were measurable differences in self concept between children of different socio-economic status, 2) the dimensions of self concept in which the differences occurred, and 3) whether the differences in self concept by socio-economic status found in Trowbridge (1969, 1970) studies were confused with other variables. Attempts were made to correct weaknesses in the previous studies.

The criterion used for classifying families as to SES was the occupation of the wage earner. The instrument of measurement for self concept used was Stanley Coppersmith's Self-Esteem Inventory (CSEI, 1965), a self reporting tool of 58 items designed specifically for children 9 to 14 years of age.

Variables considered were SES, age-grade level, sex, population density (rural vs urban), and race.

Results showed SES differences to be highly significant though race and population density were also statistically important. Lower SES children had consistently higher mean scores than middle SES children. Mean scores for the self concept of black children were higher than those of white children. Rural small-town children held higher self concepts than urban-suburban children. Self concept appeared to decrease with age and to vary little by sex.

A detailed analysis of self concept differences of middle vs lower SES children suggested that the low SES children felt more sure of themselves. They could take care of themselves, could make up their minds, and thought what they had to say was worth saying. Low SES children seldom felt they were doing their best work but their levels of aspiration were lower than middle SES children, they expected less of themselves, perceived parents, teachers, and peers as expecting less of them and seemed quite happy and comfortable. They did not internalize poor school experiences as their own, so it did not tear down their self concepts.

In contrast, on the items in which the middle SES children scored higher, the study suggested they adjusted to new things, understood themselves, and were not easily upset by scolding. These differences, however, were not as great as those shown in the low SES population.

TEACHER STRATEGIES

T.E.S.A.

Brady, P.J., C.I. Figuerres, D.W. Felker, and W.M. Garrison. "Predicting Student Self-Concept, Anxiety, and Responsibility from Self-Evaluation and Self-Praise." Psychology in the Schools 15 (July 1978): 434-438.

Dulaney (1961); Felker and Thomas (1971); Felker and Stanwyck (1971); and Felker, Stanwyck, and Kay (1973) have done research on self-evaluation and self-praise. As a result of their work, a teacher training program was developed to enable teachers to bring about self-concept enhancement in their students through student self-evaluation and student self-reinforcement. The program focused on five keys to enhance self-concept and implement student self-evaluation and student self-praise. The five keys were: Key 1: "Adults, Praise Yourselves;" Key 2: "Teach Children to Praise Themselves;" Key 3: "Teach Children to Praise Others;" Key 4: "Teach Children to Set Realistic Goals;" Key 5: "Help Children Evaluate Realistically."

This study investigated the correlations between these keys and student self-concept, anxiety, and achievement responsibility. It also examined the relative contributions of each of the five keys in determining children's self-concept, anxiety, and achievement responsibility.

Subjects for the study were 19 teachers (2nd-6th grade) and 449 students from three rural, middle class, predominately white elementary schools. The observation period covered a whole school year. A classroom observation instrument was developed to monitor the frequency of the five keys and also Key 6: "Teacher Praise of Student in the Classroom." Sex was included as a variable. The Piers-Harris Self-Concept Scale (Piers and Harris, 1964), the Children's Manifest Anxiety Scale (Castaneda, McCandless, and Palermo, 1956), and the Intellectual Achievement Responsibility Questionnaire (Crandall, Katkovsky, and Crandall, 1965) were the instruments used to measure the variables.

The results showed that teacher modeling of self-praise correlated negatively with boys' self-concept and positively with girls'. Teacher encouragement of students to praise other students correlated positively with boys' anxiety and negatively with girls'. Teacher modeling of self-praise and teacher encouragement of students to praise other students were the best predictors of self-concept. Rather than a student centeredness focused inwards as in student evaluation by the teacher and student self-praise, the critical aspect of the student centeredness may be a student centeredness focused outwards as in modeling self-praise in the teacher and in praising other students.

Guskey, T.R. "The Effects of Change in Instructional Effectiveness on the Relationship of Teacher Expectations and Student Achievement." Journal of Educational Research 75 (Aug. 1982): 345-349.

This research was designed to investigate the influence of change in teachers' instructional effectiveness on the relationship between their expectations for students' performance and student achievement outcomes.

Since the publication of Pygmalion in the Classroom, (Rosenthal and Jacobson, 1968), various researchers have shown that teacher expectations are an important variable in the teaching-learning process; that teachers do form expectations for student performance; that teachers do treat children differently depending on these expectations; and that teacher expectations for student performance and the behavioral manifestations of these expectations do relate to measures of student achievement.

In this study, the introduction of mastery learning strategies was employed as a means of altering the instructional effectiveness of teachers. However, the focus was on the influence this change in effectiveness might have on the relationship between teacher expectations and student achievement outcome variables. It was anticipated that as teachers adopt more effective instructional practices, the strength of the relationship between the initial expectations for performance and resultant student achievement outcomes would be reduced.

Subjects were 44 intermediate and high school level teachers (24 men, 20 women) from two metropolitan school systems who had taught for at least three years and had been in-serviced in mastery learning instructional techniques.

Each teacher agreed to teach two heterogeneously grouped classes in the same subject area and grade level during the school term following the in-service. One class would be taught by whatever procedures or methods typically used; the other using mastery learning techniques with feedback and corrective procedures. Teachers began by rating or classifying their students into one of five groups based on academic potential or "probable achievement". At the end of the term the teachers again classified their students and the two were compared.

The degree of change in instructional effectiveness was determined by comparing each teacher's mastery and control class according to two outcome measures: a) the percentage of students in each class receiving a high (A or B) course grade where identical grading standards were used in both classes, and b) the average percentage correct on a common course examination. A positive teacher change occurred when a larger percentage of students received high course grades and the average percentage correct on the course examination was greater in a teacher's mastery rather than control class. With these criteria, 34 of the 44 teachers were found to have experienced positive change in their instructional effectiveness. Comparisons made in the mastery classes of the positive-change group were significantly lower. The results are consistent with mastery learning theory.

Brookover, W.B., J.H. Schweitzer, J.M. Schneider, C.H. Beady, P.K. Flood, and J.M. Wisenbaker. "Elementary School Social Climate and School Achievement." American Educational Research Journal 15 (Spring 1978): 301-318.

This article examined the thesis that characteristics of the school social system which we call "school climate" explain much of the between-school variances in school achievement. The focus of the research was the complex interrelationship between composition, climate, and achievement among elementary schools.

The study tried to identify and measure specific social-psychological indices of school climate; focused upon elementary schools; and stratified schools on the basis of racial composition.

The author hypothesized that a school's academic norms expectations and beliefs (climate) were not synonomous with the social composition of its student body; and, therefore, climate was not adequately measured by composition variables; and that the differences in school climate explained much of the differences in achievement between schools normally attributed to composition.

It was found that school level SES, racial composition, and climate were each highly related to mean school achievement. Only a small proportion of the between-school variance in achievement was explained by SES and racial composition after the effect of school climate was removed. The climate variable called "student sense of academic futility" had the largest correlation with achievement in all three samples. The students felt they had no control over their success or failure in the school social system; a sense of hopelessness.

Student and teacher variables concerned with the present evaluations and expectations which teachers held for students and the students' perception of present evaluations and expectations also contributed significantly in the statewide sample. In schools observed with a high sense of "academic futility": it was felt that teachers did not care if students succeeded or not; a larger proportion of the student body was "written off" because of lower achievement levels; many students were grouped in a slow group with low achievement ceilings established; there was less instruction and team work; and students were often neither positively nor negatively reinforced for their performance or positively reinforced for incorrect answers.

A third factor in a climate with a sense of academic futility was the feeling that fellow students would punish them if they did succeed.

A high student sense of academic futility was typically more characteristic of majority black schools and of low SES white schools.

The analysis demonstrated that the evaluations and expectations made of students and the students' perceptions of their evaluations and expectations and their feelings about possible success in school were clearly related to their achievement.

Guskey, T.R. "The Influence of Change in Instructional Effectiveness upon the Affective Characteristics of Teachers." American Educational Research Journal 21 (Summer 1984): 245-259.

This study was designed to explore the possible influence of positive change in instructional effectiveness on several affective characteristics of teachers. The affective responses examined were taken from the work of several attribution researchers and indicated that when successful outcomes were judged to be the result of one's effort, the typical affective responses included an increase in personal responsibility for the result, an increase in the desirability of the result, and an increase in confidence in future tasks.

Guskey hypothesized that teachers who experience a positive change in their instructional effectiveness would: a) assume greater personal responsibility for the learning outcomes of their students, b) like teaching more and express more positive attitudes about various aspects of teaching, and c) express greater confidence in their abilities as teachers.

The study focused on the influence a change in instructional effectiveness, generated by strategies such as Mastery Learning, might have on measures of teachers' responsibility for student achievement, affect toward teaching, and teaching self-concept.

The 52 subjects for the study were chosen from a group of metropolitan intermediate and high school teachers who represented the major academic subject areas with an average 9.8 years of experience. All had been trained in Mastery Learning techniques.

Each teacher agreed to teach two sections of the same course during the semester following Mastery Learning training; one using Mastery Learning, one using the teacher's usual teaching methods.

Changes in instructional effectiveness were determined by comparing each teacher's mastery and control class in terms of two student achievement measures: a) the percentage of students in each class receiving a high (A or B) course grade where identical standards for grading were employed and b) the average percent correct on a common course examination administered at the end of the school term.

Using these criteria, of the 44 veteran teachers who actually utilized Mastery Learning instruction, 34 were found to have experienced statistically significant positive change in their instructional effectiveness. Those teachers who had experienced a positive change in the learning outcomes of their students felt more responsible for both positive and negative student outcomes and expressed more positive attitudes toward teaching than did the other groups of teachers. Contrary to what had been hypothesized, these teachers expressed decreased confidence in their teaching abilities (a more negative teaching self-concept). They were more effective teachers and accepted increased responsibility for the learning outcomes of their students with more positive attitudes toward teaching but, at the same time, felt diminished confidence in their teaching abilities. The results of the study indicate that evidence of change in the learning outcomes of students may be an essential element in promoting affective changes in teachers.

Okey, J.R. "Altering Teacher and Pupil Behavior with Mastery Teaching." School Science and Mathematics 74 (Oct. 1974): 530-535.

The major purpose of this study was to teach teachers to use mastery teaching and to determine what effect this would have on pupil achievement. A second purpose was to find out if the attitudes of teachers toward testing and diagnostic teaching could be altered by an instructional program that teaches the frequent use of diagnostic tests.

The subjects for the study were 21 teachers (4 men, 17 women) enrolled in the author's graduate science methods class. All but three were employed in some kind of pre-school to eighth grade classroom and teaching experience ranged from 0 to 20 years. Each student had studied a four hour, multimedia, self-instructional module called "Teaching for Mastery" (TFM) designed to help teachers implement Bloom's five step mastery teaching strategy. All 21 students took an attitude measure before and after studying the TFM program. They were divided into subgroups for experimental purposes. Three different experimental designs were used for measuring the effects of mastery teaching (Okey and Ciesla, 1973).

Each teacher used the TFM program in either a science or mathematics class. They divided up the class into two random groups and taught a two week unit to one group using mastery strategy and to the other group without mastery strategy. The experimenter provided the teachers with a set of objectives, instructional materials, diagnostic tests, remedial materials, and a posttest.

The results from the subgroup of third and fourth grade teachers showed that achievement of pupils on the 20 objectives favored the mastery group for each of the teachers. On the attitude data a more positive attitude toward tests, grades, and diagnostic teaching was found following study of the TFM program. The data was interpreted to mean that feelings teachers have toward testing can be altered by showing them ways to use tests for the benefit of students. In this study the effects of teachers studying and using skills designed to promote pupil achievement was found to do that. With a minimum of instruction for teachers, pupil achievement could be altered. Teachers were able to produce somewhat higher achievement when they used the mastery teaching skills than when they did not. Achievement results of pupils in the mastery sections were consistently higher than non-mastery classes.

Ames, C. and J. Archer. "Achievement Goals in the Classroom: Students' Learning Strategies and Motivation Processes." Journal of Educational Psychology 80 (Sept. 1988): 260-267.

This study examined how specific motivational processes relate to the emphasis of mastery and performance goals in actual classroom settings. Two distinct perspectives emerged: mastery and performance goals.

In a performance goal orientation there was a concern with being judged able; one showed evidence of ability by achieving success, by outperforming others, or by achieving success with little effort. This goal reflected a valuing of ability and normatively high outcomes.

In a mastery goal orientation, importance was attached to developing new skills, the learning process itself was valued, and the attainment of mastery was seen as dependent on effort.

In classroom settings individual differences determined the extent to which the student adopted a mastery or performance goal orientation (how each student constructed the social reality of the classroom based upon his/her prior experiences).

In this study the focus was on general learning strategies; those that could be applied to multiple contexts and that ought to enhance learning across knowledge domains. It was expected that students' perception of the classroom goals would be related to how they approached, engaged in, and responded to learning tasks.

The results showed: a) when students perceived an emphasis on mastery goals, they reported using more learning strategies, preferred tasks that offered challenge, and had a more positive attitude toward their class; b) students' perceptions of performance goal orientation were not related to their use of learning strategies or task choices, but they were negatively, although not strongly, related to attitudes and self-perceptions of ability; and c) students' perceived mastery goal orientation was strongly related to a tendency for them to credit the teacher when they performed well and not blame the teacher when they performed poorly.

In contrast, students' perception of the performance goal (not mastery) emphasis was moderately related to a tendency to attribute failure to lack of ability and to difficult work. They tended to focus on their ability; judging their ability to be lower and implicating their ability as a cause of failure.

Mastery and performance both were related to strategy attributions. Students believed good study strategies were important to doing well. Students' perceived ability was a significant predictor of learning strategies, task choices, and attitudes. The perceived mastery orientation remained a highly significant predictor of learning strategies, preference of challenge, and positive attitudes. These findings showed that it was the degree to which the classroom climate emphasized mastery (rather than performance) that was predictive.

Grossman, A.S. "Mastery Learning and Peer Tutoring in a Special Program." Mathematics Teacher 78 (Jan. 1985): 24-27.

This study deals with a special program developed by the College Discovery and Development Program (CDDP), a City University of New York and Board of Education Consortium. The long range goal was to improve students' skills in high school to enable them to succeed in college. Immediate goals were: a) identify junior high students with undeveloped potential and b) provide an educational sequence which would enable them to advance successfully in completing the academic work in high school and be able to get into college.

Five high schools were involved in the program. Mathematics instruction in each school had been tailored to individual needs with students seriously below grade level in math assigned to remedial courses which necessitated one period of math and one remedial a day. The success rate for first year algebra, the target course considered crucial to further success in math and science, was considered too low.

Because of this, a group of teachers were trained in mastery learning techniques during a three week summer workshop. One of these teachers was chosen to teach the two experimental classes. The classes were made up of 50 sophomores considered marginal in mathematics. Normally, these students would have been required to take a three semester course in first year algebra and also a remedial class part or all of the time. The program was set up with a double math period (80 minutes) each day for the students. The mastery learning technique used was teaching, testing, correcting, and retesting with peer tutors providing the reteaching on the "corrective day" for those who did not achieve mastery (85%) on an initial test. Eighty-five percent was a new goal. The use of peer tutors required that the teacher pair tutors and tutees with a sensitivity to both their academic and social needs. Those who didn't need correctives were given more challenging problems. Almost every student had an opportunity to be a tutor as well as a tutee at one time or another.

After one school year, results of the New York State Regents Examination in algebra showed that those in the experimental classes had a much higher success rate than the students in the rest of the school and after only two semesters of work. Class attendance was greatly improved. Students learned to help and appreciate each other and worked to achieve mutual goals. The double time instructional period allowed for a slower pace, more student involvement, and increased time for in-class practice and review. Rapport between students and teacher was excellent; attitudes were positive; students learned from and how to help each other; and became independent learners. The success of the program had positive effects on the teacher, the students, and the school.

The program was repeated for a second year as a follow-up experiment with the same extremely successful results. The mastery learning techniques, peer tutoring, and eighty minutes of time each day were considered crucial to the success of the program.

PEER TUTORING

Coie, J.D. and G. Krehbiel. "Effects of Academic Tutoring on the Social Status of Low-achieving, Socially Rejected Children." Child Development 55 (April 1984): 1465-1478.

This study looked at the possible social connections between academic and social problems of socially rejected, low-achieving children to determine whether effective procedures for remedying social skills deficits, or, alternately, academic deficiencies, would have positive secondary effects in the other area of competency.

A distinction was made between rejected children and neglected children because the social behavior is very different. The subjects were 40 fourth-grade black children (29 males and 11 females) from seven Durham city schools with a lower to lower-middle SES population. All were considered socially rejected (by nomination and roster rating) and had serious academic problems in reading or math or both as evidenced by a third grade CAT testing and teacher report.

Intervention programs were chosen that focused on academic skill (Wallach and Wallach, 1976) or social skills training (Oden and Asher, 1977). The children were randomly assigned to one of four treatment conditions: an academic skills training condition, a social skills training condition, a combined academic and social skills training condition, and a no-treatment control condition.

The intervention program consisted of the 20 children assigned to the two treatment conditions that included academic skills training. They met with individual tutors during school time for 30-35 sessions of 45 minutes each twice a week from October to April.

The essential elements of the social skills training program were to pair a target subject in play with a same sex non-rejected child from the classroom and to coach the target child in positive types of behavior before and after these play periods. Four types of behavior were promoted: participation, cooperation, communication, and validation or support.

Results of the study showed academic skills training was quite effective in improvements in academic achievement. Observed changes in classroom behavior showed an increase in students' time spent working on school assignments and less off-task time at their desks resulting in less disruptive behavior toward other students. As a group their social preference scores moved from extremely rejected children to those of average status children; in part, the result of fewer peers having a negative feeling toward them.

The study provided support for Aylion and Rosenbaum's (1977) idea that social problems in the classroom can be dealt with indirectly by strategies of intervention that leave less opportunity for disruptive behavior by refocusing children on the successful performance of classroom tasks.

Garbarino, J. "The Impact of Anticipated Reward upon Cross-Age Tutoring." Journal of Personality and Social Psychology 32 (Sept. 1975): 421-428.

The study examined the interpersonal interaction and task performance of children in a cross-age tutoring situation; the social psychology of anticipated reward. An attempt was made to look at how intrinsic versus extrinsic motivation of the teacher-tutor affects the student-tutee.

The overall hypothesis was that, under a condition of contingent anticipated reward, the cross-age interaction in the tutoring context would become mutually frustrating and educationally ineffective. Distinction was made between a reward and a no-reward condition. There were two hypotheses in regard to tutor's no-reward behavior: a) the no-reward condition would be associated with a more positive emotional tone, including more positive and less negative responses by the tutor to the younger child's behavior, and b) the no-reward condition would be associated with a teaching style characterized as hypothesis generating and less intrusive. In regard to student's performance hypotheses were: a) the no-reward condition should be associated with more effective teaching of the younger child as evidenced by superior learning and fewer errors and b) the reward condition should be associated with less learning and more errors per unit of time.

The subjects were 48 girls from a school in a small city in a working or lower-middle class neighborhood. The fifth and sixth graders tutored the first and second graders. Cross-tutoring was part of regular school activities. The children were paired and randomly assigned to a condition (reward or no-reward). The task to be learned and taught involved matching poker chips to a set of coded nonsense symbols. Care was taken to keep the observers blind to the experimental condition of the tutor. Dependent variables were: tutor behavior and student performance. The major interest of the experiment lay in the social interaction in the tutoring session.

Results indicated support for the hypothesis. There was more negative evaluation of content and of person by the tutors in the reward condition and more positive evaluation of person by tutors in the no-reward condition. Contradictory to expectation, no siginificant use of positive evaluation by tutors occurred in the reward condition. Hypothesis 2 was also nonsignificant except for intrusiveness. Tutors in the reward condition made more demands upon the tutees .

In the no-reward condition younger children displayed more learning and less errors; there was significantly more positive emotion such as laughter; and tutors took more time in the sessions. The reward condition was significantly associated with greater use of negative evaluation of task behavior, less effective performance and low-frustration tolerance. The study evidenced that anticipation of reward in the tutors resulted in an "instrumental orientation" that had deleterious social effects.

Greenwood, C.R., J.C. Delquadri, and R.V. Hall. "Longitudinal Effects of Classwide Peer Tutoring." Journal of Educational Psychology 81 (Sept. 1989): 371-383.

The study, in a longitudinal field experiment, investigated differences in classroom ecological arrangements and student behaviors (processes) on low-SES and high-SES elementary students' growth in academic achievement (products). It was hypothesized that differential gains in students' academic products result from differences in classroom processes.

For this study a subset of teachers in Chapter I schools were taught to alter classroom processes directly by implementing Classwide Peer Tutoring (CWPT), Hall, Delquadri, Greenwood, and Thurston (1982). It involves: a) content materials to be tutored, b) new partners each week, c) partner pairing strategies, d) two teams competing for the highest team point total, e) contingent individual tutee point earning, f) tutors providing immediate error correction, g) public posting of individual and team scores, and h) social reward for the winning team.

Teachers in the experimental group utilized CWPT. Teachers in the control and comparison groups used their own instructional practices based on district guidelines and their own preferences.

At the end of four years, complete data were available for only 182 of the original 416 subjects. Students were lost to the study primarily due to relocation outside of the original nine participating schools. Other students were lost because one school was closed and the students were reassigned.

Statistical results reveal significance for classroom processes of ecology, student behavior, and achievement products. There was a significant main effect for four of the five classroom ecology analyses (nonacademic activities, tasks, structure, and teacher behavior). The experimental group showed more transition activities due to the implementation of the daily classwide tutoring sessions and spent less time using workbooks and in small groups. Also, these teachers exhibited less approval or disapproval than the control group.

For student behavior two of the three analyses were significant: academic responding and task management. The experimental group engaged in significantly more reading aloud, academic talk, and question asking but less hand raising.

Achievement products in each academic area revealed significant differences between the experimental and the control group, and between the comparison and the control group. There were no significant differences between the experimental and the comparison group.

After four years, experimental group students at risk for academic delay exceeded or approached the national norm in all three (math, reading, and language) academic domains, whereas the control group remained consistently below this level.

Lew, M., D. Mesch, D.W. Johnson, and R. Johnson. "Positive Interdependence, Academic and Collaborative-Skills Group Contingencies, and Isolated Students." American Educational Research Journal 23 (Fall 1986): 476-488.

The first purpose of this study was to compare the relative effectiveness of positive goal interdependence, positive reward interdependence, opportunity to interact with classmates, and the reinforcement of collaborative skills on achievement.

A second purpose of the study was to determine the relative impact of these variables on the interpersonal attraction between socially isolated/withdrawn students and their classmates and the frequency with which socially isolated/withdrawn students voluntarily and spontaneously used collaborative skills.

The third purpose of the study was to provide behavioral evidence of the generalizability of relationships formed within cooperative learning groups. A final purpose of the study was to conduct a carefully controlled and monitored long-term study of cooperative learning that lasts for most of the academic school year.

The subjects were four 6th grade students (2 males and 2 females) in a reading class of nineteen in a suburban, upper-middle class school district near Boston. They were identified as social isolates and as academically deficient on the basis of: a) September achievement scores, b) ratings by their fifth grade teachers, c) sociometric rating by peers, d) their attitudes toward reading, and e) observations of their interaction with peers in the classroom during free-time. They were about two years below grade level academically and were in the lowest level regular education reading class taught by a regular English teacher and a special needs resource teacher; both experienced in using cooperative learning strategies.

The dependent variables were: achievement (measured by vocabulary quizzes);peer social interaction (composed of four categories of behavior: task interaction, maintenance interaction, off-task, and no interaction); interpersonal attraction (measured by observation and a student sociometric test).

The results of the study indicated that, for the class as a whole, it was the combination of positive interdependence and academic and collaborative skills group contingencies that significantly increased achievement and especially so for the target students. The addition of cooperative skills was necessary before the impact of positive goal and reward interdependence was found. Positive relationships that generalized to free-choice study time were built between the socially withdrawn/isolated students and their classmates.

Sharan, S., Z. Ackerman, and R. Hertz-Lazarowitz. "Academic Achievement of Elementary School Children in Small-Group Versus Whole-Class Instruction." Journal of Experimental Education 48 (Winter 1979-80): 125-129.

The study noted two different conceptions of cooperative small group learning seen in current theoretical and research literature. One approach thinks of small groups within the classroom as convenient units for promoting peer tutoring and pupil rehearsal of learning materials planned and provided by the teacher in the traditional model of teacher presentation and pupil rehearsal typical of whole-class instruction. Cognitive variables assessed when the model is used are at the lower levels of Bloom's taxonomy, such as acquisition of information and understanding and skill learning in language arts and math.

A different conception viewed cooperative small group learning as a social context for task-oriented cooperation, communication, and intellectual exchange among peers. Investigation and problem-solving using cooperation and interpretation of knowledge from a variety of sources is carried out tapping into the higher order thinking skills in Bloom's taxonomy.

It was hypothesized that pupils who engaged in small group learning through investigation and discussion would display superior performance on measures of higher level cognitive functioning than would pupils in classrooms conducted with traditional presentation-recitation teaching and learning. It was also hypothesized that pupils from small group classrooms would not differ from peers who studied in traditional classrooms on measures of low level cognitive functioning which emphasized information acquisition, memory, and understanding.

The study was done in Israel. Ten classrooms of pupils (grade 2-6) from two elementary schools participated. One school with 109 students had five traditional classrooms; the other school had 108 children in five small group classes. The children were from homes of low socio-economic status. Teachers were matched on the variables of age, education, and teaching experience and rated very good by their principals. Each grade level in the two groups worked on the same topic and used identical materials but one class taught the material in the traditional way; the other in small groups. Nine to twelve hours of instruction was given. The measures employed were classroom observations, achievement tests, and a reading level test.

Results showed that in three out of five grade levels, children who studied in cooperative small groups received higher scores on the high level questions than did students in traditional classrooms. On the second grade level, pupils from the traditional classroom achieved higher scores on both low and high level questions. The findings supported both hypotheses. Small group learning, with pupils cooperating in the study of academic subject matter, led to superior achievement in higher order thinking than did traditional whole-class instruction. Small group and traditional classroom learning did not differ in their effect on learning that required thinking at the lower levels of Bloom's taxonomy. Small group learning appeared to be an effective alternative to traditional presentation and recitation teaching and learning.

Warring, D., D.W. Johnson, G. Maruyama, and R. Johnson. "Impact of Different Types of Cooperative Learning on Cross-Ethnic and Cross-Sex Relationships." Journal of Educational Psychology 77 (Feb. 1985): 53-59.

The purposes of this study were to determine: 1) the relative impact of pure cooperation and mixtures of cooperation and competitive elements in a learning situation on relationships among heterogeneous students; 2) whether cooperative learning experiences promote positive cross-sex as well as cross-ethnic relationships; 3) whether positive relationships in structured class activities generalize to unstructured class activities, school activities, and activities in the home.

This study reported data on relationships among heterogeneous students from two studies: 1) a cooperative-controversy (where members of a learning group teach a point of view and information within the group and come to a consensus about a solution) (positive goal interdependence and positive resource interdependence) and 2) a cooperative debate (where members of a learning group compete to see who can best teach a point of view and information within the group) (negative goal interdependence and positive resource interdependence), and 3) individualistic learning (where students learn on their own without interacting with each other.

In the second study intergroup cooperation (where learning groups were positively interdependent and helped one another complete their assignments) was compared with intergroup competition (where learning groups were negatively interdependent and competed to see which one was most successful).

It was hypothesized that the greater the number of cooperative elements within a learning situation, the more positive would be the relationships between male and female students and that these positive relationships would generalize to nonstructured learning activities and to nonclassroom and nonschool interaction. The effects on cross-ethnic and cross-sex relationships would be strongest and in decreasing order for structured classroom activities, unstructured class activities, and home activities.

The subjects in the first study were 74 sixth grade students from a large inner-city elementary school in a midwestern metropolitan school district. Random groups of four were formed in the two cooperative conditions with equal numbers of males and females, ability levels, and black students in each group. The independent variable was a group condition of either cooperative-controversy, cooperative-debate, or individualistic type.

In the second study, 51 fourth graders participated. Group composition was similar to study one. Conditions here included: intergroup cooperation and intergroup competition.

The results of the two studies indicated that the positive cross-ethnic and cross-sex relationships in elementary-aged students built within cooperative learning groups did generalize and were sustained in voluntary self-initiated interaction in non-structured classroom, school, and home setting. Intergroup cooperation seemed to promote more positive cross-sex relationships than intergroup competition. When cooperation dominated an instruction situation, positive relationships resulted among heterogeneous students.

SUMMARY

The teacher's self-concept is a variable to be considered in affective education. A relationship exists between the levels of teacher self-concept and cognitive growth of students. Self-concepts of six third-grade teachers were assessed using observation methods and two measures of self-perception. Twenty of each teacher's students were given achievement tests in September and May to ascertain cognitive growth. The results showed that students of high self-concept teachers achieved greater gain that those of low self-concept teachers (Aspy and Buhler, 1975).

A study was done to determine if a teacher's level of self-concept was related to the development of selected aspects of self-concept in students in grades 3, 4, and 5. The peer group, family, scholastic arena, and general dimensions were measured for both students and teachers. Results which showed evidence of a relationship between student and teacher self-concept suggested that the selection of self-accepting teachers at the elementary level is important to self-concept development in children (Edeburn and Landry, 1976).

How elementary teachers perceive student affect was investigated in a study using an anecdotal content analysis. It was found that, in a significant percentage of occurrences, affect was viewed from a group effect or whole class perspective. Teachers did not make frequent reference to specific emotions or feelings but instead focused upon student actions. Subject matter affect was downplayed and the teacher's attention upon an individual usually signified a problem. Events described by primary teachers showed more positive affect than those by upper elementary teachers (Prawat, 1980).

Pupil reactions to their teachers were studied in a New York City junior high school in an attempt to discern favorable and unfavorable qualities. Next, an attempt was made to isolate the characteristics which distinguised better from poorer teachers. The "superior teachers" showed their liking for boys and girls in many ways, gave them responsibility in class, made reasonable assignments, didn't "play" favorites, and showed warmth and genuine affection towards them. The teachers exhibited inner strength, calmness and serenity and were assertive and exercised firm control but played fair. Well-integrated personality organization was evidenced by prompt, straightforward discipline in which students knew the expectations and where they stood (Symonds, 1955).

Teacher self-concept effects students; so also, how students perceive their teachers has an effect. It was hypothesized that children who showed gains in IQ did so partly because they perceived vocal expressions of emotion from their teachers. An ability test was given to students in grades 1-6 of an upper-middle class suburban school to predict academic "blooming" and 23% of the students were then randomly assigned to the experimental group as perspective "bloomers". Assessment was made of their accuracy in perceiving vocal expressions of emotion. Results of the study showed significance for male subjects to favorable teacher's expectancies by a male speaker. There was no significance for females. An important part of the interaction process was the ability to perceive and interpret accurately the subtle, non-verbal communications of emotion in others (Conn, Edwards, and Rosenthal, 1968).

The importance of student perceptions of teachers' affect was reinforced by an investigation of how children perceive their teachers' feelings toward them. In 4th-6th grade children there was found to be a significant correlation between perception of teachers' feelings and a more favorable self-image. Girls and the advantaged upper class social groups perceived their teachers' feelings toward them more favorably than did boys. This positive relationship also held for academic achievement and desirable classroom behavior (Davidson and Lang, 1960).

In addition to reacting emotionally to their teachers, students react to experiences they encounter with their own self talk and verbal reinforcement. Felker and Thomas,(1971) developed a hypothesis from the proposition that a child with a negative self-concept had not learned to give himself verbal rewards. Positive relationships with self-concept were predicted for: locus of control, verbal fluency, positive statements to oneself while doing schoolwork, and positive self-directed statements after a task. Fourth grade pupils in a suburban middle-class school were tested for self-concept and locus of control and then asked to respond to nine "good to say" statements by ranking them on a value continuum. It was found that correlations between self-concept and internal responsibility for success were positive and significant for the total sample and also for girls but not for boys (internal responsibility for failure). The findings suggest sex differences in the development of locus of control as a way to maintain or enhance self-concept. Partial support is given to the hypothesis that children with high self-concept tend to claim responsibility for school success. Correlations between self-concept and "good to say" scores were also significant. No significance was found between self-concept and academic task. This suggested that self-directed statements only related to self-concept level when made during a task, not after the task.

Another study by Felker and Stanwyck, (1971) attempted to determine the relationship between self-concept and choice of statements after an academic task. The subjects who were fourth grade students in an urban, middle-class school were tested on a self-concept scale and also on an evaluative ranking scale of statements in a story. Results showed that those children with high self-concept scores tended to choose more positive statements than children with low self-concept scores. Children with high self-concepts tended to make self-directed statements which were more positively loaded than the self-directed statements made by children with low self-concepts. The results showed that persons tend to function in ways that maintain their self-concept level.

Research by Rosenthal and Jacobson, (1968) reported in

Pygmalion in the Classroom, investigated various aspects of the hypothesis that one person's expectation for another's behavior could serve as a self-fulfilling prophecy. The self-fulfilling prophecy is based on two assumptions: (1) that the act of making a definition about a situation is also an act of making a prophecy about it and (2) the act of making a prophecy about a situation is also an act of creating the conditions through which the prophecy is realized (Palardy, 1969). The Oak School Experiment was designed to test the idea that within a classroom those children from whom the teacher expected greater intellectual growth would, indeed, show greater growth. A second part of the experiment, "The Magic Children of Galatea", further extended the hypothesis. Results showed that the experimental group gained over 12 points; the control group only 8 points. With decreasing grade level the prophecy became more powerful as first and second grade students showed dramatic response to teacher expectancy. The evidence strongly supported the original hypothesis for the early school years. It would seem that "by what she said, by how and when she said it, by her facial expressions, postures, and perhaps by her touch, the teacher may have communicated to the children of the experimental group that she expected improved intellectual performance. Such communications together with possible changes in teaching techniques may have helped the child learn by changing his self-concept, his expectations of his own behavior, and his motivation, as well as his cognitive style and skills." (p. 180)

The processes by which teachers communicate differential expectations to children were examined by Brophy and Good, (1970) in observations of first grade classrooms. It was found that teachers' differential expectations for performance were being communicated in their classroom behavior. They consistently favored the highs over the lows in demanding and reinforcing quality performance and were more persistent with this group giving second chances for response, clues, feedback and praise. Teachers were more likely to accept poor performance from those for whom they held low expectations and less likely to praise the more infrequent good performance when it occurred; supply an answer; or wait for an answer.

Whether teachers' reported beliefs about first grade . boys' probable success in reading had any significant effect on reading achievement was studied by J.M. Parady. A significant difference at the .05 level was found which indicated that taking into account the combined effects of pupils' sex and teachers' beliefs, those boys whose teachers reportedly believed first-grade boys to be less successful in reading than girls, indeed, seemed less successful (Parady, 1969).

A study based on Rosenthal's work with expectancy effect examined by observation: behaviors which mediated the teacher expectancy effect; the impact of this effect on academic performance and classroom behavior of adolescent girls; and the influence of the teacher's own prior expectancy upon the implementation of the expectancy effect. Conducted in a training school for girls, the "potential intellectual bloomers" effect was used. It was found that, in the areas of classroom behavior and academic performance, the expectancy instructions given the teachers significantly effected the girls' academic performance and also the teachers' classroom behavior (Meichenbaum and Bowers, 1969).

Additional studies on teacher behavior and the expectancy effect have been undertaken by various researchers. Rubovits and Maehr, (1971) followed up Rosenthal's work by observing teacher behavior after the manipulation of an expectancy regarding student potential. The interaction between white teachers and bright, average white and black students in regard to school performance was observed. An attempt was also made to identify the kind of teacher most likely to be affected by race and label (degree of authoritarianism). The results were significant in quantity of attention. Gifted, white students received far more attention than black students. Fewer statements were requested of blacks and they were praised less and criticized more.

Hogan and Green, (1971) studied whether or not the positive effects of a teacher education workshop (designed to help teachers realize that their behavior greatly influenced students' self-concepts) would change the teachers' practices and transfer to the classroom setting modifying the self-concepts of disadvantaged children. They studied 4th-6th grade classrooms in the inner city. All students in the experimental group perceived their teachers as having a positive evaluation of their learning abilities. Mean self-concept scores of students with male teachers approached statistical significance when viewed with the mean scores of students with female teachers. The male elementary school teacher seemed to be especially significant in inner city schools. Teachers felt less positive toward behavioral and conceptual change in themselves as the project went on. They had received very little follow-up instruction or assistance after the workshop.

Whether teachers' attitudes toward their students were revealed by the teachers' public classroom behavior was investigated focusing on: attachment, concern, indifference, and rejection. Behaviors used that communicated attitudes were teacher-initiated contact, positive and negative evaluation, and response to student-initiated requests. Third grade teachers were interviewed and observed; their students were also interviewed. Results showed that the attachment group received significantly more positive evaluations and favorable teacher response and attention. The concern group was given greater amounts of each behavior but especially contact and teacher willingness to help. The indifference group received less contact and less positive evaluation. The rejection group sustained greater amounts of attachment, concern and negative evaluation and less willingness to help. The results showed that teachers communicated some attitudes towards students more consistently and clearly than others. The student for whom the teacher felt the most concern received more attention. Rejected students got frequent attention but were punished through denial, criticism, and expulsion from class (Silberman, 1969).

Good and Brophy, (1972) replicated Silberman's study in order to extend and improve upon his research. In contrast they used nine first-grade classrooms instead of only one student in each classroom and schools with three different class structures instead of only one, as in Silberman's work.

Also, behavioral data were collected before attitudinal data. Results found: equal numbers of boys and girls in the attachment, indifference, and concern groups but twice as many boys in the rejection group. The attachment group was mostly high achievers. Middle and low achievers made up the remaining three groups. Lower achievers appeared mostly as objects of teacher concerns (especially girls) or rejection (boys). The data supported Silberman's conclusion that teachers' attitudes toward children do correlate with differential teacher behavior. Good also found all four of these teacher attitudes (attachment, concern, indifference, and rejection) led to differential teacher behavior.

A study of student teacher preferences for elementary school pupils with varying personality traits was done by Feshbach, (1969). His data provided support for the primary hypothesis that teachers rated students more favorably if they exhibited control, caution, and conformity. Interaction between sex and each personality cluster was significant. Certain behaviors were more acceptable if displayed by the appropriate sex. Rigidity and dependence were more highly valued in girls; flexibility and independence for boys. In regard to intelligence, children who were dependent, passive, and acquiescent were viewed as least intelligent while the boy who was flexible and assertive ranked second and third highest. This was the only area which showed a main effect based upon the sex of the child.

Good, (1970) tested the hypothesis that teachers treat children differently, and he also assessed the effects of the teachers' expectancy on pupil response opportunities. He observed first-grade children in white, working-class neighborhoods coding teachers' responses to students as positive or negative. Results showed that opportunities to respond were closely related to pupil achievement as rated by the teacher. High achievers received many response opportunities; lower achievers were deprived of response opportunities in competitive, non-reading classroom situations.

Self-concept is evident in an individual's attitude (feelings), ability (potential), and achievement (deeds).

Ausubel (et.al., 1954) investigated the relationship of acceptance-rejection feelings and intrinsic-extrinsic valuation by parents including facets of their ego structures. The researchers focused upon how the children perceived their parents' attitudes and behavior. Parental rejection included such things as: neglect, denial of legitimate needs and wishes of the child, humiliation, criticism, unwilling to be inconvenienced for the child's sake, physical separation, lack of patience, consideration and affection, and inability to inspire the child's confidence. Extrinsic valuation by the parent included: excessive concern with school accomplishments as a vehicle for parental status enhancement, overmotivating and grandiosity projecting future accomplishments, and excessive public display of accomplishments. Results showed that the girls perceived themselves as significantly more accepted and intrinsically valued by their parents than the boys. Perceived rejection generally was not significantly related to any of the ego structure variables. However, perceived extrinsic valuation was related to most of the variables in a low to moderate degree.

A British study by Metcalfe and Metcalfe, (1981) used the effect of "significant others" on self-concept and examined relationships between self-concept and attitudes toward school in 10-11 year olds. There were found to be: (a) different attitudes toward school among high compared with low self-concept students and (b) different patterns of relationships between self-concept and attitude toward school among the same students when they were tested in primary and secondary school. A positive correlation was found between motivation and relationship with the teacher. In girls failure anxiety was related to attitudes toward school.

An investigation of effort spent studying a subject with high praise or no praise received from the instructor was made by McMillan, (1977). The rewards were the intrinsic written comments of the instructor and subjects were college undergraduates. The affective component was represented by the feeling or emotional response of disliking or liking. The results showed that students who received high praise and completed the high effort assignment formed significantly adequate positive attitudes. Feedback was significant also.

Self-concept as it relates to ability (potential) has been viewed in various ways. Eder, (1983) studied ability versus random grouping in a first-grade classroom in an attempt to learn the processes which were likely to influence students' academic self-concepts. He found that student comments during reading indicated that they noticed others' performances within the group especially when others read aloud. Teacher praise corresponded inversely with group level. Within group comparisons in the classroom were very important. The results suggested that even though members of the highest ability group had relatively low academic self-concepts, high-standing members within all groups had relatively high self-concepts. The effect of teacher praise on academic self-concept was found to be small but positive. Over one-half of the students observed made across-group comparisons during the year. Two levels of social comparison were evident in the study (within groups and between groups).

In a three year longitudinal study, Borg, (1965) examined the relative impact of ability grouping and random grouping upon self-concept. The most useful data about self-concept was collected from sixth through ninth grade students. Pupils in random grouped classrooms tended to obtain more favorable self-concept scores than those in ability grouped classrooms with a somewhat greater effect on girls. In regard to acceptance of self, a consistent pattern was found favoring randomly grouped students, especially in the superior and average students.

Calsyn, (1977) did a secondary analysis of data from a longitudinal study done by Brookover concerning the causal relationship between self-concept and academic achievement. The sample used were Caucasian students in eighth through twelfth grades. All seven of the variables correlated positively with socio-economic status (SES). Higher SES respondents had higher grade point averages, more positive self-evaluations, more positive perceived evaluations, and higher educational aspirations and plans. Males tended to have higher self-concepts of ability. Among females, academic achievement caused both self evaluations and aspirations.

Achievement, which occurs in the school setting, is the product of attitude and ability.

Kifer, (1975) examined the relationship between academic achievement and personality characteristics viewed as a response to accumulated patterns of academic failure or success and attempted to show how these patterns were linked to affective traits. Subjects were drawn from grades 2, 4, 6, and 8 to provide variation in the degree to which they had established academic success or failure. The results of the study provided strong support that certain personality characteristics of the learner were related to histories of successful and unsuccessful academic achievement. Positive personality traits came from success; lower levels of regard for self and abilities came from failure. The duration spent in succeeding or failing was a crucial factor.

The relationship between self-concept and achievement was investigated studying college freshmen enrolled in a voluntary class to improve reading. The class created pressure to change reading patterns. Personal reactions such as openness and change or avoidance, denial, and defensiveness (an attempt to maintain an existing self-concept) were evident. The proposition was that there would be significant differences among the self perceptions of the Improver, the Non-Improver, and the Attrition Group (discontinued the class before session seven) was supported. A direct relationship was seen between defensiveness in the self-concept as a reader and relative performance in the reading situation. Defense of perception of self and changes in regard to grade point average and self-concept also were seen. They were considered support for the theory that those who achieved, as well as those who didn't, did so as a result of the needs of their self system (Roth, 1959).

Cole, (1974) investigated the relationship between the self-concept, attitude, and achievement motivation of average aptitude third-grade students with their achievement in reading, language, spelling, and mathematics. The data provided low, positive support for a relationship between achievement and certain personality variables. Self-concept and motivation influenced the achievement of these children. Attitude was not found to be a significant factor in this study.

The primary purpose of Martire, (1956) was to investigate the nature of differences in self-concept among four groups of college undergraduates looking at strength and generality of achievement motivation, level of aspiration, and measures of self-concept. The two experimental conditions were Neutral and Achievement oriented defined in terms of the external cues presented. The general finding was that subjects who obtained high achievement scores under both Neutral and Achievement motivating conditions had a greater difference between their Self-Ideal and Self-Ratings. While both self-concept and level of aspiration were meaningfully related to projective measures of achievement motivation, they could not be readily related to each other.

Shaw and Alves, (1963) attempted to verify the results of a previous study which found that bright, underachieving male high school students had more negative self-concepts than students who were equally bright but achieving. Their findings indicated that male underachievers reported more negative self-concepts than achievers. They perceived others as less self-accepting than did the achieving males. In contrast, female underachievers did not differ from achievers on any of the self-scales. Females were significantly more negative in their perceptions of how other perceived them and also in their perception of the degree of self-acceptance which others have.

An attempt to clarify some of the personality characteristics which differentiated gifted children who were reading up to their full potential from those who were not was done in a study by Durr and Schmatz (1964). Results showed high achievers had a more desirable personality pattern. The difference in personal adjustment was significant with the low-achieving gifted showing a less favorable personality pattern. There were more evidences of withdrawal tendencies and nervousness and a lack of self-reliance, personal worth, freedom and a feeling of belonging. Low-achieving gifted children were also likely to show behavioral immaturity, emotional instability, feelings of inadequacy, and nervousness. Attitudes toward school were poorer with less satisfaction, more unmet needs and general feelings of personal inadequacy.

Johnson, (1981) looked at learned helplessness theory in an effort to understand the effects of failure on school children. Two aspects of the learned helplessness model are: (1) achievement in school is related to the importance of value of outcome on passivity and (2) the relationship of attributions for success and failure and actual success and failure to self-esteem. It was felt that lowered self-concept resulted from failure and internal attribution for failure. Social learning theory was at work here also in regard to reinforcement implying that, if unachievable, a reinforcement would lose its value. Both expectancy and value were necessary to predict behavior. The results demonstrated that value as well as expectancy affected failing children's persistence at a task if their expectancy for the outcome was made relevant. Only the failing children worked harder for money than for academic incentive alone. The findings demonstrated a relationship among school achievement, persistence at a task, self-concept, and attributions. The damage to self-concept of school failure is of primary concern to parents and educators.

Marecek and Mettee (1972) tested the hypothesis that people with chronic low self-esteem would be uncomfortable with success because of its inconsistency with their negative self-appraisal and would avoid further success. This would be true only for those low self-esteem people who were convinced of their low status and who were made to feel personally responsible for a success experience. In which case they would do anything to maintain their status quo. Results showed: high self-esteem groups made significant improvement; only low self-esteem subjects responsible for success failed to improve; low self-esteem groups who attributed improvement to "luck" (outside factors) improved; and low self-esteem uncertain subjects improved as much as high self-esteem subjects.

Another study attempted to relate self-concept to conception of school. Variables believed fundamental to school adjustment were: conception of school, social status at school, emotional adjustment, mental ability, reading achievement, and mathematical ability. The results showed statistically significant but not high correlations between self-concept and the variables (Williams and Cole, 1968).

An individual's attitudes, ability, and achievement function within a social setting. Self-concept is influenced by social comparison.

LD children were mainstreamed into regular education classrooms for one-half of each day for reading and math. The effect of this placement on their self-concepts showed that the experience did not lower their self-concepts contrary to the hypothesis. With the formation of a new peer reference group, self-concepts were raised for these LD children while children remaining in self-contained LD classrooms had small initial increases and then their self-concepts leveled off. A second part of the study, one year later, indicated that the comparison group was free to selectively use both LD and regular education classrooms to make relevant self-concept comparisons and they chose to protect their self-concepts. To maintain contact with similar "others" as a reference group was important in the preservation of self-concept (Smith, Dokecki, and Davis, 1977).

Coleman and Fults (1982) investigated the influence of instructional environments on the self-concepts of highly intelligent children in 4th-6th grade. It was found that academically superior children had very positive self-concepts. When these academically talented children viewed their abilities in relation to a comparison group generally less capable, positive self-concept resulted. When the group was restructured so that most of its members were of equivalent ability, self-concept diminished.

Gifted children were compared with nongifted agemates on both academic and social self-concepts in regard to academic ability. Results indicated that gifted students held significantly higher academic and social self-concepts when compared to their nongifted agemates. There was also a definite relationship between academic ability and social self-concepts (Kelly and Colangelo, 1984).

Long and Henderson (1968) studied the self and social concepts of disadvantaged Negro school beginners in the rural South in three areas: self esteem; identification with mother, father, teacher, and friend; and an unrealistic self-concept to size and color. Significant differences were found for self-esteem, color realism, and identification with mother, father, and teacher. Low self-esteem was also associated with immature classroom behavior. The findings suggested that the low social status of the child's family, reinforced by a racial caste system, had penetrated the self-image of these six year old children causing an adverse effect upon school performance.

Stipek (1981) looked at children's perceptions of their own relative ability in K-3rd grade classes. In K-1 no significant correlation was found. However, in 2nd-3rd grades self-ratings were significantly correlated to their peers' ratings of their smartness. Self-ratings at this level reflected both their academic status in the classroom, as determined by the teacher, and their classmates' ratings of their competence. Indications are that children at this level were able to analyze the meaning of negative performance feedback before they actually incorporated it into their own self-concept. This information may be interpreted as a negative reflection of their ability.

A study by Rogers, Smith, and Coleman (1978) investigated the relationship between academic achievement and self-concept within the context of classrooms. Academic underachievers (about two years below grade level) six to twelve years of age were the subjects. Strong support was found for the hypothesis that this relationship was strongest within the social group. The social comparison base of self-concept maintenance supported the findings that when this comparison of achievement was made with others in the classroom: a favorable comparison enhanced self-concept; an unfavorable one diminished it.

Associations between self-evaluations of the "ability to do schoolwork" and the variables: sex, race (Negro, white), and occupational levels of the subjects' fathers in seventh through ninth graders was studied. Results showed more modest estimates of ability in white girls, Negro students, and children of lower socio-economic levels. Differences in cultural learning opportunities resulted in differences in self-concepts concerning intellectual abilities. The findings fit with the premise that social learning is important in self-concept development (Wylie, 1963).

The social reference group and the socio-economic group (SES) both influence self-concept. Study by Burchinal (1958) hypothesized that rural and small town children, coming from higher socio-economic status families, showed fewer indications of personality maladjustment when compared with children from families of lower socio-economic status. He looked at the occupation of the father, educational level of both parents, and two parent families living together with at least two children. The findings supported the hypothesis. The middle, higher class child was generally treated well in his family, felt loved and had many advantages. In contrast, the lower socio-economic class child had greater physical freedom, few emotional ties, and inconsistent, harsh authoritarian parental attention.

A follow-up was done by Trowbridge (1972) to correct weaknesses in a four-year longitudinal study on self-concepts and socio-economic status. The occupation of the wage earner was used as an indicator of socio-economic status and the subjects were nine through fourteen year olds. Variables considered were: SES, age-grade level, sex, population density, and race. Results showed that SES differences were highly significant and race and population density were statistically important. Rural small-town children held higher self-concepts than urban-suburban children. Self-concept appeared to decrease with age. Lower SES children felt surer of themselves; could take care of themselves; had lower levels of aspiration; expected less of themselves; and perceived parents, teachers, and peers as expecting less of them and seemed quite happy and comfortable. They didn't internalize poor school experiences as their own so their self-concepts weren't torn down.

The variables which correlate with self-concept are numerous and the research on them is extensive. How a classroom teacher effectively addresses the affective side of students is determined by the strategies she uses in the classroom. The Teacher Expectations and Student Achievement (T.E.S.A.) model was developed to help create a healthy classroom climate.

Felker and others have done research on self-evaluation and praise to enable classroom teachers to enhance self-concept in their students through student self-evaluation and self-reinforcement. The program focused on five keys: "Adults, Praise Yourselves"; "Teach Children to Praise Themselves"; "Teach Children to Praise Others"; "Teach Children to Set Realistic Goals"; and "Help Children Evaluate Realistically". A study by Brady, Figuerres, Felker, and Garrison (1978) investigated the correlations between these keys to student self-concept, anxiety, and achievement responsibility and also their relative contributions. The results showed that teacher modeling of self praise correlated negatively with boys' self-concept and positively with girls'. Teacher modeling of self praise and teacher encouragement of students to praise other students were the best prediction of self-concept.

The influence of a change in teachers' instructional effectiveness on the relationship between their expectations for students' performance and student achievement outcomes was the focus of a research study by Guskey (1982). Mastery learning strategies were used to alter the instructional effectiveness of teachers with the focus on the influence this change might have on the relationship between teacher expectations and student achievement outcome variables. The teachers involved taught two class sections of the same thing using traditional techniques in one and mastery learning techniques in the other. When comparisons were made, those in the positive change group came from the mastery classes.

The results were consistent with mastery learning theory as the correlation between students' attitudes measured before instruction and their achievement after instruction approached zero.

Brookover, Schweitzer, Schneider, Beady, Flood, and Wisenbaker (1978) looked at the school social system (climate) as an explanation for between-school variance in achievement with a focus on the interrelationship between racial composition, climate, and achievement. It was found that school level SES, racial composition, and climate were highly related to mean school achievement. The climate variable called "student sense of academic futility" had the largest correlation with achievement. Students felt a sense of academic helplessness with no control over their success or failure in the school system. Teacher expectations and student perceptions of them were significant here. In schools where a high sense of "academic futility" existed, it was felt that: teachers did not care if students succeeded or not; much of the student body was "written off" as low achievers with low achievement ceilings established for all the "slow" students; there was less instruction and team work; there was either no positive or negative reinforcement or, instead, reinforcement for incorrect answers; and other students would punish them if they did show success. This high sense of "academic futility" was seen more often in black and low SES schools.

Altering teacher and student affective behavior has been shown in the research to be an effective strategy to increase student learning. Guskey (1984) studied how Mastery Learning changed teachers' feelings of responsibility for student achievement, affect toward teaching, and personal teaching self-concept. Teachers trained in Mastery Learning techniques each agreed to teach two sections of the same course using Mastery Learning in one section and their usual methods in the other. When comparisons were made of relative effectiveness, the Mastery Learning classes had experienced statistically positive changes. Teachers felt more responsible for both positive and negative student outcomes and expressed more positive attitudes toward teaching. However, many of them also felt decreased confidence in their teaching abilities (a more negative teaching self-concept).

Okey (1974) used teachers from his college classes who had been trained in Mastery Learning and provided them with materials and tests to teach a two-week unit; some using mastery strategy and some without. Results from the third and fourth grade subgroup revealed achievement in favor of the mastery groups. Teachers exhibited a more positive attitude toward the Mastery Learning process which showed that teacher attitudes could be altered by showing them new ways to benefit their students. Achievement results were consistently higher in the mastery sections.

A study by Ames and Archer (1988) examined how specific motivational processes relate to the emphasis of mastery and performance goals in the classroom. How each student constructed the social reality of the individual classrooms was based upon his/her prior experience. The results showed that: students who perceived an emphasis on mastery goals used more learning strategies and chose more challenge; felt more positive toward the class; and their perceived mastery goal orientation was strongly related to crediting the teacher when they performed well and not to blaming the teacher for poor performance. The emphasis on students' perception of performance goals was on ability; judging it to be lower and the cause of their failure. This could be considered maladaptive behavior. Students' perceived ability was a significant predictor of learning attitudes, tasks, and strategies. Mastery orientation served as a significant strategy variable in creating positive attitudes.

A special program was developed in the New York City area to help high school students become more successful in mathematics and able to gain college entrance. A group of teachers was trained in Mastery Learning techniques and these were combined with the use of peer tutors for the corrective part of the strategy. The tutors and tutees were paired with attention given to both their academic and social needs. Results showed: a much higher success rate in mathematics; improved class attendance; students learned to help and appreciate each other and work to achieve mutual goals; excellent rapport between students and teachers; positive attitudes and students learning from and how to help each other. All this came about due to the blend of Mastery Learning techniques, peer tutoring, and extended time in math class (Grossman, 1985).

Classroom climate is in large measure a function of positive interaction between teacher and student. Teachers use specific researched strategies to create that climate and opportunities for success in their students. Success in turn promotes personal good feelings and enhances student self-concept. A strategy such as Mastery Learning might be viewed as a teacher-student interaction in which the student gains more of an opportunity for success with a second chance to master the material. Peer tutoring has been used to foster parts of the Mastery Learning process as previously mentioned (Grossman, 1985).

Garbarino (1975) examined the social psychology of anticipated reward, the interpersonal interaction, and task performance of children in a cross-age tutoring situation. He looked at how intrinsic versus extrinsic motivation of the teacher-tutor affected the student-tutee. Two distinct reward situations were used; reward and no-reward. In the reward condition, results showed: more negative evaluation of content and person; more demands upon tutees; greater use of negative evaluation of task behavior; less effective performance; and low frustration tolerance. By contrast, the no-reward condition showed: more positive personal evaluation; more learning and fewer errors; more positive emotion like laughter; and tutors took more time in the sessions.

Differences in classroom ecological arrangements and student behaviors in low SES and high SES elementary students' growth in academic achievement was studied by Greenwood, Delquadri, and Hall (1989). Specific classroom processes (taken from research findings) known to be effective were instigated by teaching strategies such as direct instruction, Mastery Learning, Cooperative Learning strategies and peer tutoring. All of these practices correlated positively with improvements in students' self-esteem and peer relations. In this study teachers in Chapter I schools altered classroom processes by using Classwide Peer Tutoring (CWPT). Significant results occurred in the processes of ecology, student behavior, and achievement products and also in nonacademic activities, tasks, classroom structure, and teacher behavior. After four years the students in the experimental group who were at risk for academic delay exceeded or approached the national norm in math, reading, and language. The control group remained consistently below this level.

An attempt to determine if either effective procedures for remedying social skills deficits or academic deficiencies would have positive effects on competency in socially rejected low achieving children was made by Coie and Krehbiel (1984). The intervention program focused on both academic and social skills training. Fourth grade children met with college undergraduate tutors who used a questioning technique designed to help the children feel successful and self confident in the academic training. The social skills training program paired a rejected child with an accepted child and the target child was then coached in positive behavior in such areas as participation, cooperation, communication, and support. Improvement was seen in academic achievement with more time on task and assignments and less disruptive behavior toward other students. As a result, these students achieved average status in the eyes of their peers due to fewer negative feelings toward them.

Three or four students working together in a learning situation toward a common goal is cooperation, a strategy useful for enhancing success and fostering positive affect in students.

Lew, Mesch, Johnson, and Johnson (1986) compared the relative effectiveness of positive goal interdependence, positive reward interdependence, opportunity to interact with classmates, and the reinforcement of collaborative skills on achievement. They also looked at the impact of these variables on the interpersonal attraction between socially withdrawn, isolated students and their classmates. Subjects were four sixth-grade students identified as social isolates, academically deficient, and two years below grade level. Dependent variables were peer social interaction, task interaction, off task or no interaction, and interpersonal attraction. The results showed that achievement was significantly increased by the combination of positive interdependence and academic and collaborative group conditions. The cooperative skills were necessary before the impact of positive goal and reward interdependence was found. Positive relationships were also built between the socially withdrawn/isolated students and their classmates.

A study which hypothesized that pupils who engaged in small group learning using investigation and discussion would show superior performance on measures of higher level cognitive functioning was done by Sharan, Ackerman, and Hertz-Lazarowitz (1979-80) in Israel. Another part of the investigation examined the proposal that pupils from small group classrooms would not differ from peers who studied in traditional classrooms when low level cognitive functioning was measured. Results showed that in three out of five grade levels, children who studied in cooperative small groups received higher scores on high order thinking questions than the students in traditional classrooms.

Both types of classrooms were the same on measures of low level thinking skills of Bloom's taxonomy as predicted.

Another study of Cooperative Learning sought to find out the impact of different types of cooperative learning groups upon heterogeneous relationships; cooperative learning experiences upon cross-sex and cross-ethnic relationships; and whether positive in-class relationships would generalize to other social settings at school and home. This research by Warring, Johnson, Maruyama, and Johnson (1985) was done, in part, to look at male/female avoidance which occurs naturally between fifth and ninth grades. Cooperative groups in the two studies were: cooperative-controversy/cooperative-debate and intergroup cooperation/intergroup competition. Results showed that positive cross-ethnic and cross-sex relationships were built, did generalize, and were sustained in voluntary self-initiated interaction in other social settings. Intergroup cooperation seemed to promote more positive cross-sex relationships than intergroup competition. A cooperation dominated instructional situation yielded positive relationships among heterogeneous students.

CONCLUSION

Children come to school with a self-concept already in place. The teacher, peers, and the school system enrich or erode their reality by creating new expectancies, relationships, and positive and negative experiences which change them. One-to-one relationship develops with their teacher and individual peers. Collective relationships in the social scene provide a whole new set of adjustments and affective experiences to further define their self-concept. Even the socio-economic class they come from, based on their parents' occupations, help define their social experiences because with them come a set of values and expectations. These subtle forces decide how they are to be acted upon and acted with.

Teachers have their own reality through which they approach the child. In turn the child perceives them in light of where he comes from and talks to himself providing self-reinforcement in positive and negative ways. The teacher expectancy effect shows in their vocal tones, facial expressions, body language, and classroom behavior.

Children's emotional growth can be bolstered, crushed, or repressed by home and classroom experiences. Research has shown correlation with failure anxiety and stress in girls. Warm acceptance, feeling valued by "significant others", positive feelings due to praise and comfort are important corallaries of healthy attitudes. Choosing to realize one's ability is within the domain of feeling: positive/negative; ease/dis-ease; futility/utility; acceptance/rejection; courage/discourage;

and isolate/commune.

The relationship between self-concept and academic achievement is strong. Studies on success and failure, relative performance and one's self-defense system, praise, motivation, under- and high-achievement, persistence, value and expectancy, and chronic low self-esteem show this. Preserving one's status quo because of security, comfort, and familiarity provide research evidence of correlation with self-concept.

Research findings on ability and self-concept favor random classroom grouping and correlate positively with high motivation and educational aspirations. Social comparison creates the reality of relative position and ability in relation to peers and impacts self-concept. Mainstreamed LD and gifted students, disadvantaged Black children in the South, negative performance feedback in the classroom, underachievers and cultural learning have been researched and found relevant also.

Socio-economic effects on self-concept are evidenced in a multiplicity of positive and negative personality characteristics, motivation levels, general attitudes toward schools and education, urban/rural lifestyles and values and expectations in social class groupings based upon the socio-economic status of the family. Children from Caucasian, middle- and higher-class SES groups have higher self-concepts and feel more success.

Teachers, too, experience assaults on their self-concepts as they work with children. They invest parts of themselves in the process and can experience bewildering personal changes feeling less confident and negative as their students "run with the ball" and achieve. Mastery Learning success sheds light on this problem. Teachers need to reevaluate their own "stroking" system.

RECOMMENDATIONS

Social research from the disciplines of education, psychology, sociology, and personality address self-concept in a person as they investigate what it is, how it operates, and what results. The evaluative, everyday, practical component of this construct is self-esteem. Borba (1989) looks at self-esteem as a product of five systems: security, selfhood, affiliation, competence, and mission. Her scheme moves a person from innate processes to the social sphere, to planned action with implementation, to the wide world. Mission implies recommendations leading to action; what one is going to do with and about what one has learned. The following recommendations seem to flow from this study:

(1) Know yourself. Look at your own feelings about life; your attitudes, relationships, and reactions. Learn about self-esteem and make sure you are healthy.

(2) Take advantage of educational opportunities such as seminars, new materials, classes, career development opportunities and research findings to learn, change, and grow staying fresh and absorbing as much as you can.

(3) Teach your professional peers what you have learned by volunteering to help implement career development option programs in your corporation sharing your special knowledge.

(4) Develop healthy effective communication skills by reading some good books on the subject and listening to yourself talking to children. Make sure you build them up; don't

tear them down.

(5) Invest in games, books, buttons, ribbons, posters; any positive materials to help create a warm, growing, accepting environment for your students.

(6) Make students feel wanted, loved and important in your classroom. Show them you care and are happy they are there with smiles, winks, hugs, pats, your voice and mannerisms.

(7) Come to school with an awareness that children have been "turned off" to school as early as first and second grade and feel that "you can make a difference".

(8) Be careful how you grade. Emphasize the positive, the upbeat, the successes. Downplay the failures and give hope for future success.

(9) Beware of "frowning faces" and "number wrong" at the top of a page. A simple mark on the error is enough. Children know when they've "goofed". Hitting them twice is a "downer".

(10) Role model yourself. Praise yourself in front of the children. Let them see your human side and that you also make mistakes. Show them the value of a sense of humor and ability to laugh at oneself. Let children know and experience that "goofs" can be turned around and aren't "cast in stone".

(11) Utilize counselling resources available to you if you or your students need them. This can be a very helpful resource to provide insights and healthier relationships.

(12) Keep communication open with your parents about positive things you are doing. Share with them suggestions for the growth of healthy affect in children they may not know.

(13) Help set up a "self help" group in your school where students can gather together with a facilitator to discuss problems and talk about feelings in a non-threatening environment. Devote time in the classroom to this sort of activity, too, as a way to "air" feelings, discuss classroom problems, and ease tensions.

(14) Investigate and encourage parent programs available for their use to enhance their awareness of healthy, affective behavior on the home front through PTA programs or study groups.

(15) Invite principals to join in your classroom activities on an informal basis so the children can get to know and appreciate them as warm, caring, supportive friends.

(16) Work on staff self-concepts creating staff appreciation programs, healthy communication skills, educational opportunities, and emphasize positive feedback often. Make sure to include all people who work with the children.

(17) Don't feel overwhelmed. Have a positive attitude yourself. Do the best you can. Provide hope. You are human and will make mistakes. Look to your successes; not your failures.

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INTEREST IN TOPIC: This study is a synthesis of a thirty-seven year odyssey for me. I have been interested in sociology and psychology since my undergraduate days. Motherhood, rearing three sons and one daughter, occupied my life from 1958 until 1983. During this period volunteer work in the schools, Cub Scouting, and PTA activities stimulated my interest in working with children.

This research paper is a personal growth step for me as a primary school teacher. I expect to utilize information from sociology, psychology and education to gain a greater understanding of self-concept. Finding out about effective strategies which can be used in my classroom will foster positive changes in the affective education of my students and help me become a more "significant other" in their lives.